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ANSON W. BELDING

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The Editors Say . .

Cleveland has the facilities and the location for a super-convention, and all signs point to such an event when the American Association of School Administrators gather there on February 26th. An interesting foreglimpse of the program President Sexson has prepared will be found on page 46. A special feature will be the large number of "informal conferences."

▼

We purposely emphasize **BOOKS** and **READING** in this issue, because of a growing conviction on our own part and in school circles generally that more attention must be paid to teaching boys and girls to use books effectively and joyously. A corollary of this proposition is the fact that there should be ample exposure to up-to-date and attractive editions of textbooks and other books of many kinds.

In this connection, do not fail to read Principal Rich's article, "Calling Cinderella Booksmith." The comparison made in his school between the results of book famine and book affluence is extremely significant.

"Bookectomy" is our own "hi-falutin" word for an operation which is getting to be much too much the fashion. Administrators cannot shift all the blame for this from their own shoulders to those of the taxpayers. These latter do not, after all, dictate in precise detail how a budget shall be apportioned. Books need a champion—many champions—in every school system. Not because we ourselves like books or the folks who print and sell them, but because the children cannot have a square deal without more books.

▼

If your hobby happens to be education, that is our hobby too, and we think it a grand one to have. The more you go in for education in a big way, the more you realize the importance of your own part in it, however small. If education is your hobby, ride it hard.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, FEBRUARY, 1939 NUMBER 2

World at Lessons

Reardon Out; Downey In

The hurricane of last September that mowed down trees and buildings in Massachusetts and adjoining states, has at length swept James G. Reardon from the office once held by Payson Smith. A Boston schoolmaster, Walter F. Downey, having declined the post on two earlier occasions when it was offered him, yielded to the persuasion of Governor Saltonstall and was made Commissioner for Mr. Reardon's unexpired term of slightly less than two years. The position carries a salary of $9000.

For those who do not understand the hurricane allusion, let us explain that the ground cited for Mr. Reardon's removal was his rubber-stamp signing of certain contracts for repairs of storm damage to property of state educational institutions—contracts which Mr. Reardon claimed he was obliged to sign because Governor Hurley had ordered him to do so. The contracts represented reckless expenditure of the public's money.

The educational world well remembers the shock it felt when Governor Curley in 1935 failed to reappoint Payson Smith and named James G. Reardon, a small-town superintendent, to the position which Dr. Smith had so signally honored.

Commissioner Downey, who happens like his predecessor to be a Democrat, is one of the best known and most respected administrators in the Boston school system; a man of 54 who has been principal of the Boston English High School for the past seventeen years.

To his undoubted administrative ability and well earned reputation as an educator, may Mr. Downey bring a degree of statesmanship and broad vision which alone can lift the commissionership to its highest level of attainment.

Jove's Plaything

Statesmen are talking about a new kind of war. They call it "lightning." Its possibility is due to the airplane. Armed with a huge fleet of bombers a nation may now swoop down with scarcely any warning upon another nation and—theoretically at least—strike so quick and heavy a blow as to paralyze resistance.

Italy's attack on Ethiopia was the nearest thing to a lightning war we have seen yet. No doubt Hitler had in mind a lightning war—if any—against Czechoslovakia. Lightning wars are the only kind a government in financial straits would dare to undertake.

National security is not what it used to be for the peoples of this western world. The United States is forced to take notice of its altered situation, and greatly increased spending for defence is now proposed in Washington. Let us hope the program will be confined to actual necessity and not be an excuse for further pump priming.

Speaking of Pumps

Strange that an Administration so eager to repudiate the horse and buggy should remain so fond of pump priming. The pump itself, while still in use by millions of American families, is hardly a symbol of the most advanced methods of obtaining water. Nor does a pump with its pipes and valves in good condition require priming.

A half dozen years of pump priming still leaves our country with about the same number of unemployed persons as at the start, and with double the public debt.

Refusal by the Congress at this session to grant the entire amount demanded by the White House for unemployment relief for the remainder of the fiscal year, is a welcome indication that the expediency of the pump priming policy has at length been challenged. Business men will welcome the sign and some of them will doubtless have courage to release those energies and new ventures that have so long been pent up through uncertainty of the government's next move in spending or in taxing.

It is perhaps significant that Mr. Harry L. Hopkins, who has heretofore directed the WPA and other relief expenditures, now becomes Secretary of Commerce, and must concern himself with oiling instead of watering the business pump and with increasing the flow of goods and services making up the national income.

More power to his elbow!

Restricted Residence

Should teachers reside in the community where they teach? As a general proposition—yes. The non-resident, whether a suitcase teacher who goes home for week-ends or a commuting teacher who rides to town each schoolday morning and rides out again as soon as school is over is not in position to take part in community affairs or to exert maximum civic influence. If every teacher resided out of town, the situation would be recognized as absurd or even scandalous.

But the chief pressure for employing only those teachers who agree to reside in the home town comes from persons who believe that public employees should spend their money in the community that pays their salaries. And this may often be a selfish and one-sided matter. We have yet to hear of a community that objected to having among its residents any persons employed in other communities.

In Metropolitan Boston for example, with its forty different suburban units, there might well be a generous feeling of reciprocity with respect to residence and employment. For every individual living in Cambridge and teaching in Somerville, there is likely to be one living in Somerville and teaching in Cambridge. A rather free and easy exchange of this sort has worked out well in the past and should continue.

Absolute restriction on residence for every teacher is certain to lower the standards of teaching ability, —a process already going on at a rapid pace wherever the rule of hiring only local teachers or those having friends on the school board is followed.

Teachers should be chosen primarily on their qualifications as teachers. Residence, religion, politics and pull are considerations that hinder wise selection.

Teacher Out Today

Do you remember the times we used to have when our regular teacher took sick or lost her mother and somebody sent a substitute to hold the fort? Boy, what a job she had! And how gleefully we marked time or slid backward until the absent one returned!

Being a substitute today—on paper at least and in a thoroughly organized school system—is quite a different story. The substitute, it seems, must have all the qualifications of a regular teacher and a few others thrown in. You may ask how so superlative a teacher can possibly be footloose from a steady position—and our own personal opinion is that she usually isn't, though once in a great while she may be. Then again, the well regulated regular teacher of today always leaves a notebook that tells the substitute exactly what she needs to know (and what the pupils wish she didn't know) about where to begin and what to expect of the class. So the modern boy and girl is cheated of much pleasure such as we of a former day derived from initiatory rites and non-cooperation.

Possibly—we won't say positively—modern teachers fall ill or lose their mothers more frequently than their predecessors did, and that is why substitutes settle down to doing quite a business in their line, and everything is all worked out for them.

We still believe it takes a special sort of skill to be a successful substitute; and that whenever and wherever a superintendent or a principal discovers an individual with that particular attribute he would do well to overlook formal specifications and use her services to the limit. A teacher who has met all the specifications except that she can't teach is bad enough. But a substitute who can't substitute is pure extravagance.

Mr. Justice Frankfurter

At one of the Senate hearings on the nomination of Felix Frankfurter to the Supreme Court, a witness declared that the elevation of Professor Frankfurter to that post would raise the Jewish issue in this country and be harmful to all Jews.

Senator Borah jumped to his feet and denounced the attempt of the witness to create a racial issue that does not exist here—an issue that has caused trouble enough in Europe.

Selection of a Jew to high office in the United States may add fuel to the fires of hatred burning in some nations abroad, but only because every possible pretext for proving the Jews a world menace is picked up and twisted by the propagandists to their purpose.

Professor Frankfurter may be a liberal or even a radical. To some extent we can trust the court itself as an institution tending to conservatism, to curb radical individuals who join its ranks. Justices like Brandeis, Holmes and Stone were never fully tamed —and their opinions, when not expressed in minority reports, permeated and affected the decisions. A certain amount of rash blood the supreme bench can use to good advantage. It needs a mixture of those who want progress with those who lean toward caution.

Position, Please!

TEACHERS are sometimes disappointed by the slow arrival of books they order from publishers. On this point, one publisher writes us that the trouble mostly arises from the fact that the teacher does not state his or her exact position in the schools when writing. Naturally it would facilitate the filling of orders if teachers would give the needful identification in every letter.

Especially in the case of keys and answer books, all reputable publishers are very careful to see that the person desiring the manual is a person entitled to have it. This necessitates holding up the order until checking is completed.

This suggestion from a publisher we gladly pass along to our readers in the hope that misunderstandings and delays may be avoided in future transactions.

Bookectomy

Anson W. Belding

Of present trends in education none is more marked than the increasing importance assigned to reading. The fact seems suddenly to be uncovered that the first of the three R's is really the greatest by all odds, because it is the magic key to enlightenment and lifelong pleasure.

Nor is reading any longer regarded as the mere act of standing up before a class and pronouncing the words aloud in a manner to satisfy the teacher. Perhaps the value of oral reading is for the moment being overlooked, while schoolmen and psychologists consider how to develop in pupils the power to comprehend through silent reading—how to transplant quickly and accurately the contents of each printed page into their own conscious minds.

Deficiency in silent reading is today recognized as a serious handicap to mental progress, and insistent experiments are conducted to discover the best means for removal of reading disabilities.

Treatises on the improvement of reading have been made available to teachers and even to pupils. Not that every one can be taught to read with equal understanding or facility. No one expects this to happen. Individual differences will continue. Speed and comprehension will vary—sometimes inversely, sometimes jointly.

The paramount point is the new emphasis upon the art of reading, the growing conviction that the schools must do their utmost to implement every boy and girl with maximum ability to grasp the treasures of knowledge, of experience, and of literature that may be found in newspapers, magazines and books.

▼

To consider this current emphasis on reading as a mere fashion that will soon pass away would be to miss its true significance. Actually it is an awakening to reality. It is a vivid awareness of the vast complexity and ceaseless change of modern life. It may have been sufficient, in a reasonably static society like that of the nineteenth century, to impart a definite body of facts and skills to every child and to leave the majority of children equipped with half-way ability to read. Today the rapidly shifting scenery of life demands that every graduate be provided with the means of constant re-orientation and re-adaptation. Hence the clear duty of the schools to develop in every pupil his ability to read; to give him generous exposure to good and useful reading; to teach him to weigh his reading intelligently; and to give him a zest for reading that will last him throughout life.

This is a plain educational duty, dictated by social conditions that are obvious and inescapable.

With books and the ability to use them so manifestly essential to modern living, might we not expect that the pupils in the public schools of these United States would be given almost unlimited opportunities to familarize themselves with books and to become enthusiastic and discriminating readers?

But what has actually happened?

▼

The rank and file of American schools, instead of enlarging the book experience of their boys and girls, have been slowly but ruthlessly reducing the supply of reading matter and of texts for study. The need for economy in school expenditure has been apparent, and books have shown less resistance to the knife than any other item. But how paltry is the saving in dollars and cents even in extreme cases where the purchase of books has been entirely suspended! Since the book item has rarely exceeded two per cent and now is only 1.1 per cent of the average school budget, the possible saving at that point is infinitesimal, while the certain injury to the boys and girls in depriving them of books is beyond calculation.

Though a school be housed in the finest building, and though it be located in a veritable park, and though it have custodians galore and the best of principals and teachers, if it have not books it is a hollow imitation of a school.

Teachers in late years have been asked to handle larger classes—a situation naturally calling for a super-abundance of books to supplement the teacher's services and enable each pupil to proceed with learning at a normal rate.

Yet there are schools in which one set of textbooks—battered and outmoded—must do duty for several classes in the same day. Even where this is not the case, there is often a scarcity of books, a disordered miscellany of titles and editions. But—as Charlie McCarthy would say—"Why split hairs? Junk is junk."

The situation is made all the more outrageous by the fact that school books were never so excellently written and edited, never so diversified and plentiful, never so attractively gotten up, never so well aimed at holding the interest of pupils, as they are today.

Nor can it be alleged that schoolbooks have so advanced in price as to put them out of reach. For, strange as it may seem, prices per hundred pages are no higher than they were a quarter century ago—yet in wealth of illustration, in artistic and typographic effectiveness and in strength of construction, these modern texts surpass all previous ones.

Some schools, in their search for places to cut costs, have experimented with rebinding. Tempting offers of the WPA have frequently been accepted.

But with what results? Torn and filthy pages have been embalmed. Out-of-date subject matter and antiquated techniques have been retained a few years longer. And pupils have been subjected to a slow poisoning of their taste for learning. Careful comparison might reveal that it sometimes costs more, even in dollars and cents, to rebind old books than to turn them in and purchase new ones.

No doubt the rebinding phase is about over. Its futility as well as its unsanitary aspect and—above all—its discouraging effect upon the learner, have at length become manifest to most experimenters.

Still, the schoolbook famine is persisting in its ravages and millions of boys and girls are mentally undernourished. They are being penalized for having arrived on this planet in an age of complexity and confusion.

To order boys and girls to school and then ask them to mark time for want of books, is as absurd as it is unjust. Schools should be places of healthful and abundant growth.

If teachers and administrators do not shortly demand ampler stocks of suitable books and other vitalizing materials of instruction, they may find themselves humiliated by having parents and citizens outside the schools step in and take a hand.

Teach them to read—yes. But give them access to books—the right sort of books—and plenty of them!

Administrators Bound for Cleveland

BELMONT FARLEY

THE sixty-ninth annual convention of the American Association of School Administrators will be held in Cleveland, February 25 to March 2, 1939.

President John A. Sexson is preparing a program unique in a number of particulars. An innovation is the new type of daily informal conferences which he is introducing. The Exhibit Hall, immediately below the main arena of the Cleveland Public Auditorium, will be partitioned into eight conference rooms, each one of which will provide seating capacity for fifty conventioners, and will include space for the display of materials essential to the implementation of the school function or subject to be discussed. Exhibits illustrating procedures in various parts of the United States will be on display at all times. The conferences will be held under the leadership of specialists in the respective fields.

The topics of these special conferences include *guidance and personnel*, in the preparation for which the Providence, Rhode Island Public Schools and the U. S. Office of Education will cooperate. The Pittsburgh Public Schools will arrange the exhibits and conferences on *safety education*; the Salt Lake City, Utah, Public Schools will be responsible for *vocational education and placement*; the Detroit Public Schools will have charge of *curriculum problems for large cities. Curriculum problems in small cities* will be arranged for by school officials from small communities; the Minneapolis Public Schools will display the exhibits on *tests and measurements*; the Educational Policies Commission will direct the conferences devoted to *planning and policy-making in education*; the headquarters staff of the American Association of School Administrators will conduct the conferences devoted to *records, superintendents' reports, and research service.*

These meetings will be carried on in the informal manner of clinics and will give all present an opportunity to raise questions and participate in the discussions.

▼

Another new feature introduced by Dr. Sexson is intended to aid superintendents of schools in appraising the convention as a whole and in adequately reporting convention addresses and proceedings to boards of education, teachers meetings, and local newspapers, upon their return to their own communities. A summary of each convention program will be prepared under the direction of William G. Carr, secretary of the Educational Policies Commission, who will be assisted by a corps of writers selected for their special knowledge of the general convention topics which they are to report. The summary will be printed and in the hands of the delegates at a general session on Thursday afternoon when delegates will participate in evaluating the convention proceedings. Included in the printed summary will be a news release which delegates may submit to local newspapers upon their return home.

Sunday

The general convention sessions are being carefully planned about topics of current vital interest to leaders in education. Since the schools are preparing youth for citizenship in an age when every type of after-school education and

life experience is characterized by pressure in favor of or against some political or social philosophy, President Sexson will devote the Sunday evening session of the convention to the relation of the schools to propaganda and the freedom of the press. Speakers will include newspaper editors and radio commentators who will be able to discuss this question with an understanding of the problem from the standpoint of today's news distributing agencies.

President Sexson is placing special emphasis upon the Sunday afternoon Vesper Service. "America has a fine tradition of loyalty and devotion to the spiritual factors which contribute to good character and citizenship," says President Sexson. "As a people we have loved liberty; we have treasured freedom; we have dedicated ourselves to the preservation of human life. We have truly been a religious and God-fearing people. Without these attributes our institutions lose their significance. We shall, therefore, open our Cleveland meeting with a Vesper Service dedicated to the spiritual foundations of our government."

Theodore Soares, professor of religious ethics, California Institute of Technology, Pasadena, has been chosen to set forth the place of spiritual values in a free democratic society.

Monday

A general session on Monday morning will be devoted to the administrative foundations of education. Both lay and professional leaders will have a place on that program which is inspired by the recent publication of the Educational Policies Commission entitled "The Structure and Administration of Education in American Democracy." George D. Strayer, Teachers College, Columbia University, who took the lead in the preparation of the report for the Educational Policies Commission, and Sidney B. Hall, state superintendent of public instruction, Virginia, will speak from the viewpoint of the profession. The mayor of one of the nation's principal cities has been invited to discuss educational administration as an executive officer of municipal government sees it.

Under the head of national planning, the evening session on Monday will present speakers qualified to discuss the conservation of both the natural and human resources of American democracy.

Tuesday

A feature of Tuesday will be the presentation at the morning session of the 1939 yearbook of the American Association of School Administrators on the subject *Schools in Small Communities.* This yearbook has been prepared under the direction of educators whose experience has familiarized them with the problems of educating young people in small cities, villages, and open country neighborhoods.

The Tuesday evening session belongs to the Associated Exhibitors whose annual banquet meeting has been one of the most popular entertainment sessions of the convention and at which the American Education Award has been made annually to an outstanding educator. There will be no Exhibitors' banquet this year. The program which has for many years featured this banquet will be moved to the platform of the convention and constitute a general session.

The 1939 recipient of the award of the Associated Exhibitors will be Payson Smith, professor of education, Harvard, whose name becomes twelfth on the plaque memorializing educational leaders for special services, which hangs in the main hall of the NEA headquarters in Washington. Charles H. Judd was the recipient in 1938. Following the presentation to Dr. Smith, which will be made by A. J. Stoddard, a program of entertainment will include personalities from the stage, screen, or radio.

Wednesday

On Wednesday morning the social foundations of education have the spotlight, in a session inspired by the publication of the Educational Policies Commission entitled, "The Purposes of Education in American Democracy." L. Thomas Hopkins of Columbia University is one of the speakers who has accepted a place on the program.

Wednesday evening will be dedicated to some of the failures of education and society when the delegates will hear among others J. A. Johnston, warden of Alcatraz Prison in San Francisco Bay, where so many of the nation's number one enemies end their careers. The interest manifested in a sectional meeting on this subject in Atlantic City last winter justifies the expectation that this session will be one of the most important of the entire convention.

Thursday

Thursday morning will find the school executives in a discussion of the economic foundations of education which will be directed, not only to the problems of financial support for schools, but to the contributions of education to the economic and material welfare of America. On Thursday afternoon, the School Administrators will appraise their convention, and perhaps make recommendations for new features to be introduced at future meetings. Presiding officer of the appraisal session will be John W. Studebaker, U. S. Commissioner of Education.

The sixty-ninth annual gathering of the superintendents will close on Thursday evening with a nationwide radio audience listening in to a discussion of one of today's most important controversia issues. The school executives will assemble in the Music Hall of the Cleveland Auditorium to take part in a special session of the Town Meeting of the Air, under the direction of George V. Denny, Jr. The Town Meeting of the

Air, which has attracted a nation-wide audience of millions during its four-year existence, will be moved from Town Hall in New York City to the Music Hall in Cleveland for this unusual program. The convention platform program will begin at the usual hour. The radio program will go on the air at 9:30 o'clock Eastern Standard Time.

From the nearly two hundred other meetings and conferences scheduled for the Cleveland convention, delegates will be able to select topics of special interest to them. The Department of Elementary School Principals announces as one of its principal speakers, Rabbi Abba Hillel Silver, The Temple, Cleveland, who made a long remembered address at the last national meeting of the school executives in Cleveland.

Members of the National Society for the Study of Education will discuss Parts I and II of their thirty-eighth yearbook devoted respectively to the topics, "The Curriculum in Relation to Child Development" and "General Education in the American College." The first volume will be presented on Saturday evening, February 25, at a meeting held jointly with the American Educational Research Association. The second volume will be discussed on Monday evening, February 27, at a joint meeting with the National Society of College Teachers of Education.

Indications are that the Cleveland convention will see a larger number than usual of joint se sions and cooperative efforts various kinds. On Wednesda morning, March 1, the Depar ment of Elementary School Pri cipals will join the National Cou cil of Childhood Education, t Department of Supervisors a Directors of Instruction, and t Society for Curriculum Study, a discussion of "Implications Research in the Growth of t Child as a Whole."

The Cleveland Exhibit Hall one of the best in the Unite States, and the convention exhib will be one of the largest and o of the most magnificent ever stage at a winter meeting. New typ of school equipment, books, a paratus, furniture, and classroo helps will be shown in endle variety.

Give Shakespeare a Break

Dorothy Ann Rust
Santa Barbara, California

THE reading of Shakespeare in the high school English class can be the outstanding event of the year. Or it can be the worst type of boredom for the student. The choice is entirely up to the teacher. Shakespeare is as alive today as he was in the sixteenth century. Yet he cannot be served on a golden plaque as a glorified ghost.

Two hundred years from now he will be as dynamic, as alive, as appealing as he is today. Leaving his genius out of the question, the answer to this *why* is, no doubt, due to the fact that he wrote for average people—the lusty, robust Elizabethans who sat in the pit at the Globe Theatre. If he didn't please these ordinary folks, we know it was not past them to throw eggs at his actors or even to mount upon the stage and trounce the cast with perhaps Shakespeare in it. He *had* to please his audiences then and just as surely can he be trusted to delight any modern heterogeneous English class today if we teachers but give him the opportunity.

Different teachers use different methods in presenting his plays. One teacher stresses reading the play without comment. Another tries to bring out every detail with boring slowness. Another merely stresses the structure of the play from exposition to climax and from climax to conclusion. Any one of these methods is insufficient. All of them together are too much of a good thing. By choosing the best in each of these methods and by maintaining a dynamic spirit in the class room throughout this study a teacher can achieve best results.

The first reading must be accomplished as rapidly as possib with stress placed upon the stor If detailed analysis is introduce at this point, the doldrums ove take the class.

Within the past two years tw Shakespearean dramas, "Rom and Juliet" and "A Midsumm Night's Dream" have been film with success. The plots of bot dramas were easily grasped. I fact, they were simple. This fir reading should unfold the sto behind the play just as lucidly.

Each day during this first rea ing we assign a part in the pla to two different students, each read that part during half th class hour. In this way about ha of a large class would read ea day.

To avoid a temporary vacati being taken by a few members the class so far as outside readin

is concerned two or three penetrating questions should be asked by the teacher and written answers given by the students. These will tell whether Johnny or Mary have done their preliminary reading or not. And it does not take more than five minutes at the beginning of the hour. A private conference with the lagging interests can then be resorted to. But one thing is sure; Shakespeare cannot be read sensibly for the first time in class unless the students have read it previously outside of class.

Having another student read the stage directions adds to the procedure, too. It is not too much to read a whole act a day, or five acts a week. After the play has been read once, then the real work can begin.

No one ever heard of a high school student becoming bored while reading his part in the next school play. There is no more reason for a student to become bored with Shakespeare. The sense of drama should *never* be minimized. When a teacher allows this essential element to disappear from this study, she is violating Will Shakespeare's memory. For the bard never wrote a word without his weather eye on the theatre. Would he please the average folks, the men of the streets, as it were? That was his chief concern. Today after three centuries, it is the successful teacher's goal to give his works to students as he intended.

Before the class starts reading the plays at all it is best to acquaint the pupils with some facts about Shakespeare. We generally tell the students first that odd but true fact that everything that was actually recorded about Shakespeare at the time he lived can be written on the back of an ordinary stamp.

Then how have whole books been written about his life? The class becomes curious and that is the cue for teacher and student to deduce the strange case of the poet. How do we know the date of his birth? Because in his day babies were baptized so many days after their birth. His baptism is recorded but not his birth date, so that the class given the first date can figure out the second.

It is simpler for students to remember that Shakespeare had his hey-day approximately 100 years after Columbus discovered America and that his and Queen Elizabeth's years were in general synonymous. Dates are so elusive.

But above all else we must interest our pupils in Shakespeare, his era, his physical theatre, his costumes and the customs of his day. What a delightful task that can be! There are a number of authentic and valuable short motion pictures showing Stratford-on-Avon and other related Shakespearean material, and they not only give a pleasant beginning to the subject, but they show this important material more vividly than any teacher could possibly describe it.

Now the stage is set and we have given the play its first reading chiefly for its story value. In the second reading the grammar and usage of language is cleared up when doubt exists. Meter should not, we are convinced, be overstressed. Neither has Shakespeare's art and style any legitimate place in the average high school class. If a teacher is blessed with a tremendously interested, brilliant class, the material has a place often, but the average student's background is too limited and his outlook too restricted to profit by long discussions on these topics.

We go over the cast before reading the play and discuss the chief characteristics of each member of it. They are bound to live if they are likened to some well known public figure, statesman, or actor. Physical appearance means much to youngsters who have not yet learned the subtlety of human nature.

What plays are taught are either prescribed by the dictates of tradition or by the teacher in various schools. Almost everyone agrees that "Julius Caesar," "As You Like It," and "The Merchant of Venice" are excellent for the first year, chiefly for their story values, character contrasts, dramatic situations, and settings. Most teachers have planned their lines of questioning for the second reading of the plays, but in case some have not, it might not go amiss to give here a list of questions which might be used in connection with "The Merchant of Venice":

1. Venice, the setting, and its splendour in the sixteenth century. (Here again movies are invaluable.)
2. When and where are the events supposed to have taken place?
3. How long a period of time is covered?
4. Tell which are the two main stories and which are the three minor stories of this play.
5. What was the attitude toward money-lending in those days?
6. Why did Antonio make such a bargain with Shylock, knowing the penalty would be so terrible if he could not repay the loan?
7. Why did the suitors choose the caskets which they did choose? Was it mere chance, or something in the inscriptions, or some characteristics of the various suitors?
8. Which are the two main climaxes, as there are two main stories?
9. Tell how the Launcelot-Gobbo story helps to bring out the characters of Bassanio and of Shylock.
10. Tell how the Lorenzo-Jessica story helps to fuse the two main stories. What does it make us feel about Shylock?
11. How does the episode of the rings aid in fusing the two main stories?
12. What sort of a master and father was Shylock? What bad and what good traits has he?
13. Was Jessica attractive? What were her environment, her companions, and her duties as far as the play tells us? How did they affect her?
14. What is your impression of Portia? What does Bassanio say of her in I,1 and what does Nerissa say of her in I,2? How does she treat her other suitors? What sort of woman would plan and carry out the plan Portia does? How does she act toward Bassanio? What is her character in the ring episode? Balance all these and you have her complete character.

"Hamlet" and "Macbeth" are usually given to advanced classes. They are well worth going into detailed study over. But most stu-

dents never get beyond reading these few plays and that is a pity. Time often limits further detailed study of his plays, but, if any extra time can be budgeted, it is very worthwhile to read any or all of the following: "A Midsummer Night's Dream," "Romeo and Juliet," "The Tempest," or even "Othello." Of course one reading only would be possible and this would concern itself only with story, settings, character contrasts and drama. Many students never have the opportunity to read Shakespeare further and others will find this additional reading an inspiration for further outside reading. In either case, it is valuable.

Because the average student starts to study Shakespeare with definite prejudices against him, it seems dangerous to force the student to memorize long passages from the texts. It is more advisable for the instructor to make a list of the most desirable passages worthy of memorization and to make it known that *extra* credit is given for this work. Rest assured that memory work will be forthcoming!

Dramatizations of various scenes of the plays are, however, different, and the front of the classroom is used as a miniature stage with makeshift scenery. This work should be assigned by the teacher and required. It can be a great deal of fun.

The first day the class delves into this study is the most important day of all, for it is on this day that the general tempo is paced, that William Shakespeare, stuffed dummy, out-moded poet, dead and buried creature of a forgotten age or Will Shakespeare, clever, stimulating, dynamic, lovable and modern makes his bow. It is the teacher's privilege to make this introduction.

Clear Spots in Gray Skies

Russell V. Burkhard
Frank A. Day Junior High School
Newton, Massachusetts

POSSIBLY too few of us in education realize the relentlessness of tradition.

From early 1600 when Harvard College organized to train and prepare young men for the ministry, right down to 1929, the schools have felt obliged to offer a program primarily concerned with classical and professional training.

The dramatic surge occurring in public education between 1880 and 1930 manifested itself particularly in things physical. Buildings took on huge and, in some cases, handsome proportions, as greater and greater numbers of youth flocked to the nation's secondary schools. Bleachers merged with grandstands, later to become amphitheaters and stadia. It was all a grand spectacle, and yet over it all was draped the hallowed robe of classical and professional training.

Tradition throughout has played well its role. But Americans consciously or otherwise have brought in another God. They have worshipped the shine right off the shoes of materialism. The professionally trained college graduate was the favoured one in the high income brackets. And so, if tradition gave signs of easement in our curriculums, it was promptly stepped up by the transformers of materialism. Society blindly accepted the college preparatory curriculum as the correct thing for all young people.

It is encouraging to note the tendencies in public education during the past eight years. Actually there are clear blue sky spots in the publics' educational heavens. Some of the progressive school philosophies are definitely workable.

Big areas of unemployment have demonstrated that classical and professional training isn't all that tradition and materialism have led us to think it was. School people are finding new, realistic labor values for children. Parents are just a bit less insistent that their offspring train for a white or near white collar job.

America's giant business of public education may come into its own in fact as well as in name when it agrees on a common philosophy. This philosophy will insist that character be formed in the one way it can be built into a personality; viz., by meeting problems honestly, by working at tasks perseveringly, by producing accurate, thorough, thoughtful results. This philosophy, of course, will embrace the items of meeting individual needs, interests and strengths, but it will be checked to the extent that the pupil's growth harmonizes with a cooperative, democratic society.

Such a working premise may tend to develop a curriculum that will be based around a few life situations common and vital to us all. It may be that the present pigeonholing of subject matter can be discarded for a simpler, better organization of teaching material.

As a matter of fact, we live and die in a cycle of about four major concerns; the greatest being ourselves, the growth and betterment of our personalities. For this end we seek continuously all possible aids and knowledge to help us maintain not only our physical but mental balances. From this point perhaps we are concerned with the problems of our homes and our jobs as they affect us chronologically.

Watch the skies, fellow educators and parents. Note well the cleared spots breaking through the heavy clouds of tradition. After all, didn't stars guide the Wise Men?

Calling Cinderella Booksmith

FRANK M. RICH
Principal, School No. 2
Paterson, New Jersey

IN these days of high pressure exploitation and propaganda, it is amazing to find any great industry suffering because its members are too modest and reticent to press their legitimate opportunities for profitable expansion.

I submit that one such commercial Cinderella, shrinking into a chimney corner behind her arrogant step-sisters of the mercantile household, is the school supply and text-book business.

While Cinderella's analge-sisters and cathar-sisters of the drug trade are wooing addicts over the radio; and the dipso-sisters of the liquor trade are blandishing their charms in snappy new tippling lay-outs in the movies; and the various narci-sisters of the cosmetic, cigarette, garment and trinket trades display everywhere their "smooth appeal" and "smart appeal" for everything it takes to make a nation of suckers fad mad and craze crazy, the poor, shrinking cinder-maiden of bookdom trembles to speak the plain, indisputable truth—that with a modest five-dollar-per-capita allowance for her wares, she could more than double the efficiency and pleasure of the long working hours of 35 million souls—that quarter of the nation who are in school, earning a license to begin practicing the real concerns of life.

Nothing is easier to demonstrate than the woeful inadequacy of the average school allotment for text-books and supplies. Ask a few business men for their off-hand estimate of the proportion of school money that goes into working materials for the students, and the answers will hover around ten per cent. That is probably about what the appropriation ought to be. But the records show that it is considerably less than two per cent. Why are teachers and pupils, impounded within blackboard-covered walls, starved for profitable experience and mental nourishment, working out their preparation for life on the sound of their own voices, like a shipwrecked crew on a desert island, trying to make a living by taking in each other's washings?

An Accidental Test

A measured experiment within my own experience may be illuminating. School No. 2 in Paterson scraped along for years on an appropriation of about $800 per annum for books and supplies in the graded classes. Standard reading tests for speed and comprehension made a poor showing. Then an unusual circumstance increased the supply appropriation to $3000 a year for two consecutive years. For the first time in the school's history there was money enough to buy geographical readers, hygiene books, supplementary readers, classroom libraries and reference material. Again standard reading tests were given, and scores registered a standing nearly two years higher in the upper grades than they had registered before. There was good reason to believe that similar gains had been made in other subjects. Personnel and methods of instruction had remained essentially the same, but 4400 dollars worth of extra text-books had practically doubled the results of $140,000 worth of teaching and supervision.

Then came the well-known depression, which, so far as Paterson is concerned, is still with us. The seven lean years gradually consumed the stores of the two plenteous years. Standard tests given this spring indicate a situation very similar to the one before the temporary windfall.

Save Fodder and Lose Milk

Our Cinderella Booksmith plainly needs a course in voice production. In Massachusetts, for example, from 1930 to 1935, salaries, being vocal, were reduced 9.8%, while appropriations for text-books, being speechless, took a cut of 34.7%, and repairs, 58.8%. This kind of economy is comparable with the pseudo-thrift of a dairyman who would attempt to save in a pinch by cutting the ration of his stock from say 30 cents a day to 20. The 20-cent ration would keep the creature alive and moving and that is all. The extra 10 cents represents production, the difference between keeping a boarder for nothing and earning a reasonable profit. The economic fallacy may not be quite so obvious in the classroom as in the milkpail, especially if the persons responsible never see a classroom, and yet the difference is there for anybody to see who cares to investigate, and it doesn't take a Philadelphia lawyer to prove the case, when one takes a little pains to get beneath the surface and measure production in terms of the seven cardinal objectives—health, mental and physical; a real application of the fundamental processes; worthy home membership; vocational skill; good citizenship; wise use of leisure and ethical character.

After buildings and teachers have been paid for, a relatively small expenditure for extra working materials makes a vast difference in results.

As an economic proposition, a cow is considerably simpler than

the school outfit, because the feeding end of the cow and the milking end both belong to the same individual. The dairyman doesn't try to cheat the cow, because he is thereby only cheating himself. But with a school, the feeding end belongs, let us say, to the school directors, who are responsible for the levy; and the milking end belongs to a variety of people; one group being the students who get their pay some day in services and another, the supply dealers who get their pay (some day) in cash.

To begin with the school administration end, we must use some means, to educate directors to appreciate the fact that supply money, more than any other, is very definitely the children's own. It is all right to campaign for new buildings and better salaries, but never at the expense of needed equipment. And needed equipmnt means everything that will help to make two grains of educational corn grow where but one grew before—books by real authors, not academic prunes; books of vital human interest, not warehouse catalogs, or the story of the island with Crusoe left out; books written in a phraseology full of meaning for even the lowest quartile of the class that use them; trade-books, if necessary, where text-books are too drab and pedantic; attractive work-books, to supplement the wasteful, silly, time-killing note-book assignments; supplementary pictures, maps, stories, plays, apparatus, experiments, constructions, tools, materials, storage facilities, and a long list of things necessary to make instruction live, active, personal, character-building and profitable. It may take a deal of prayer and fasting before we can get old Director Sodhouse to give his approval to classroom typewriters, duplicators, library books, science apparatus, accordions and other activity equipment, but the way forward lies in that direction, and the first step to progress is somehow to rejuvenate old Sodhouse, or slide him down the ways to a nice, comfortable pension. The next is a series of drastic changes in the merchandise for which he is a prospective customer.

All Should Pull Together

Improvement in education, as in anything else, calls for teamwork. The front wheels ought to be able to move whenever the back ones get started. But the lack of integration between What-to-do and What-to-do-it-with in the educational assembly line is very serious. What-to-do appoints committees, drafts courses of study and sets up the administrative machinery, but What-to-do-it-with is never brought into the conferences. What-to-do calls conventions of teachers, and hires speakers to discuss better methods of procedure, but What-to-do-it-with stands behind a counter out in the corridor, and it would be considered a most scandalous thing if he ever spoke up in meeting. But What-to-do cannot carry out his fine ideas feasibly till What-to-do-it-with builds the apparatus, and With cannot build the apparatus till Do furnishes the particulars. Which shall come first, the hen or the egg?

One Shining Example

One school subject there is where cooperation between publishers and administrators has worked with excellent effect, and this may point the way to similar improvements elsewhere. This subject is primary reading. Here authors and publishers have provided the research necessary to work out several practical outfits of attractive text-books, helpful manuals of instruction, drill cards and illustrative material and a supply of profitable activity for seat-work periods. But all this has not been left entombed in type. With these outfits average teachers, and even sub-average, have got good results, because publishers have employed demonstration teachers to travel from district to district, cooperating with superintendents and principals to bring their staffs together to study real lessons with live children, discuss methods and clear up difficulties on the spot, and so put a real bridge across the proverbial gap between intention and accomplishment.

The plan cost money, but it brought results. It expanded business, and doubled and tripled the output of teachers and executives, who, by the way, have more than enough to do, in their small retail establishments, to keep track of stock and serve customers with ready-made products, without having to work out practicable designs from vogue course-of-study sketches, assemble or grow the raw materials and fabricate the merchandise with home-made tools. The ready-to-use methods and materials for primary reading, furnished by several different publishers, are more in the nature of a scientifically managed cooperative chain-store arrangement. The same would be just as feasible and as profitable in a well developed set-up for vitalized mathematics, social science, natural science, music, the languages and other subjects where text-books and equipment run into money.

The Golden Coach

So far our discussion has mainly concerned Cinderella's easiest problem, that of prying out more public money for better cut-and-tried study materials for schools of the compulsion type. More text-books and work-books will cover cost of better teachers' manuals, field instruction, demonstration, and the like. But there are four other kinds of teaching besides the compulsion types recognized by rating scales, namely teacher-preparation, motivation, pupil-activity and pupil-participation types, representing lessening reliance on prearranged subject matter and increasing room for opportunism and initiative in the handling of pupils. What becomes of school-book publishers' business when pupils turn from

texts to activities with lumber, metal, live-stock and fertilizers? There is little if any money in teachers' method books. Two out of three are said to be losing ventures. Only on exceptional minority among teachers are in the market for self-help from educational treatises. The youngsters in the profession are too underpaid to buy books, and the oldsters too fed up to bother with them. The educational pioneer would better buy a duplicator and initiate his reforms with classes of student-teachers.

I remember an answer of a well-known professor of mathematics, who had just finished an exceptionally fine course of lectures to teachers. He had made a brilliant exposition of novel methods and devices for making grade arithmetic fascinating and meaningful to all sorts of live-wire pupils.

"You have a magnificent program for arithmetic teaching," I said afterward. "Why don't you write a series of text-books embodying these ideas?"

He answered quite frankly. "Because no one would publish them. And even if they did, nobody would use them. Teachers want to teach what they were brought up on."

Cinderella waits for some fairy god-mother to bundle her into the gold coach and the glass slippers largely because in schooldom big improvements have small beginnings and are therefore at first unprofitable. It is not to be expected that high-salaried promoters, employed by the publishers to visit important principals and superintendents to capture big orders, are going to lose the chances of a city adoption of a pupils' arithmetic or a geography, for the sake of talking up some teachers' pamphlet on a children's symphony with home-made instruments. Nevertheless, all hope of healthy expansion in the book business lies in the ability of its directors to make these humble, new contributions to social progress. If they cannot find a way to compass the task of pioneering profitably, this end of the school-book business would better be turned over to the W.P.A., the N.Y.A., the Scouts, the Red Cross, the foundations, a federation of state educational departments, the Office of Education or anybody else who has the altruism and the determination to see that human weal moves forward.

The Feast

The experience of the ages in respect to commissioned uplift agencies is prefigured in the Biblical parable of the feast. The supper was arranged and the recognized social luminaries were invited. But these big shots found themselves too much engrossed in their own private concerns to be interested in new communal obligations. So ill-born outsiders from the by-ways and hedges had to be drafted in, to carve the roast and ingest the gravy.

Not a few of these hedge-dwellers have had to be drafted to the educational table. And at present, who is sharing the best cuts in pupils' work-books trade, hectograph leaflets, children's school periodicals, cheap music collections, chord-lettered songs, colored picture books, juvenile humor, and so on? The text-book publishing elite? Not by a long shot!

There is a feast of new business for Cinderella Booksmith and all her relations any time they care to accept the invitation. Sales and publishing policies need to be modified a little. Let glad-handing salesmen continue, as now, to bait their tackle for the big strikes. Let them continue to use whatever methods they choose that will help adoptions. But at the same time learn to yield a new respect for those small wares, that, rightly handled, would hardly need a salesman at all, not even the preoccupied ten-cent-store kind. All these small wares need is an express-man, who will deliver a large display carton on ten to thirty days' consignment, three or four—maybe twenty—times a year, at the public library, board of education rooms, a school building, or even a drug store, and withdraw, leaving the school force alone to browse and convert themselves to new ideas and practices in peace, as most of them would prefer to do anyway.

Here in this display would be some of the best text-books ever published, which are not text-books at all, but trade editions, decidedly more attractive to children than text-books, because they lack the cast-iron bindings and pestiferous questions that smell of the schoolroom.

Here would be some unique old books that have been forgotten for decades. In an elaborate study of children's book preferences, made in Paterson a few years back, the winning doll story in the fourth grade was Abbie Morton Diaz's "Polly Cologne," a little old-fashioned thing, with dinky wood-cuts, which opens with a chapter of questions and answers like an ancient catechism, but is nevertheless a juvenile masterpiece. Many another forgotten title, buried in the catalogs, has been waiting all these years for the world to catch up to it.

Here would be pioneer books in progressive education brought out at small initial expense by hand duplication and photostatic processes. Low first costs would quiet the apprehensions of the publishers and give the world some of the admirable material now mouldering on shelves of college theses and dissertations and elsewhere.

Here would be many a sadly needed book not in the big-seller class—practical devices for child-centered activity programs, not all deep-color calcimine and orange-crate furniture; technic and materials for handling divided and ungraded classes, as yet largely undeveloped; a program for the educational adjustment of 12 or 15 kinds of atypical children that

have been left out of reckoning in our zeal for standardization; new music, composition and art methods that will work miracles of character transformation; mathematics converted from a gibberish nightmare into a valued store of interesting experiences; social science that is a real and definite contribution to health, home-membership, leisure, vocation, citizenship and character; children's classics in dramatic form with parts enough for all the members of a 30- or 40-pupil class; devices for practical character training that will swell the ranks of well-adjusted individuals who become generous neighbors, careful drivers, reasonable bosses, considerate mothers-in-law and other possessors of a good assortment of conditioned reflexes.

Cinderella Booksmith will be a much more glamorous creature if she will study public speaking, and in the name of children and teachers, urge a more adequate supply of things to work with in school; if she will take her place in th eschool councils, like the educator she is, and help engineer a feasible route to progress and efficiency; if she will take a little responsibility for following th materials through into institute and classrooms and show worker and administrators how to make success of them; if she will pa more attention to raising a famil of her own, instead of trying s hard to alienate the affection o her neighbors' prospects; an perhaps most important of al take enough time out from fat tening her present stock for mar ket, to give some attention to th nurture of the lambs and chick and seedlings, which, if carefull handled, will soon grow to bi money-makers in the pleasant day to come.

Teachers Should Meet John Citizen

WILLIAM T. GRUHN
Graduate Student
The University of North Carolina

AND

CHARLES J. DALTHORP
Superintendent
Aberdeen, South Dakota

I am in search of the individual most responsible for building and maintaining a school system. The superintendent of schools is passed without a mental reservation. The members of the administrative and supervisory staffs are dropped through a process of elimination. The department heads, the classroom teachers, and the members of the Board of Education are rejected after a minimum of deliberation. No, this is not an objective test; nor is it a hocus-pocus game to be answered as Diogenes answered the quest for an honest man. It is an honest attempt to reach that individual who is of first importance in the success of a school program.

As the search continues, I find an individual who is not well-versed in pedagogical terms and phrases. He knows little educational theory; yet he passes judgment upon educational philosophy and determines school policies. His name is not ornately stenciled upon school office doors, for he holds no official position in the school organization. However, the performance of the schools must submit to his critical examination. He is not personally acquainted with many teachers; he rarely, if ever, visits their classrooms; he seldom calls at the office of a superintendent or of a principal. Nevertheless this man is the controlling an dominant figure in the develop of a school system. His power is so great that no school can operate against his will, for he is the one whose hands control the purse strings that support the schools. This man is John Citizen. The task of building public confidence in the school program has become increasingly important to the welfare of the schools and to everyone engaged in school work.

The typical reply to this statement is: It is the duty of the school superintendent and of his principals to maintain the support and the good will of the community. These men should belong to service clubs, attend meetings of the local chamber of commerce, serve on the boards of directors of community organizations, and participate in church affairs. They should send publicity on school activities to the newspapers; they should give radio addresses on educational questions; and from time to time they should discuss educational problems before community organizations.

It is true that the superintendent of schools and his principals should assume considerable responsibility in interpreting school policies to the community. But, is it advisable for the entire teaching staff to rely upon a few administrators to keep them in the good graces of Mr. John Citizen? Would not the combined personalities of the teaching staff, if projected into the community, materially increase the effectiveness of these efforts to improve public relations?

The average teacher is skilled in salesmanship to the extent that she exerts every effort to impress her principal and her superintendent with her ability as a teacher. She tries to impress them favorably when they visit her classroom. She tells them of new devices used to improve her work. She shows them little courtesies to curry their favor. Although the teacher exerts herself to keep in the good graces of the administrators she seems hardly aware that Mr. John Citizen exists. Oh, yes, she has heard of the man; in theory, she may be in complete agreement with the administration regarding the importance of Mr. Citizen. But she defensively resorts to the argument, isn't it the duty of the superintendent and of his principals to be good politicians? Isn't it their responsibility to encourage Mr. Citizen to loose his purse strings for buildings, for new educational practices, and for better salaries? If Mr. Citizen loses confidence in the public schools; if he doubts the advisability of school practices; and if he curtails funds for school expenditures, who is more to blame than is the administrative staff? Should not the classroom teacher spend all her spare time in serious study so that she might better mould the academic development of her students? With these thoughts, the average teacher relaxes in her chair and mentally shifts to a few administrative superiors all responsibility for obtaining public support for the schools.

If every staff member of a school system could be made conscious of her responsibility in public relations, the results would be immeasurable. Let us become idealistic and transfer our thoughts to the planes of hypothetical thinking. Let us visualize a small city system with one hundred teachers, each of whom has become conscious of her responsibility for helping interpret the schools to the man who pays the bills. We shall then have one hundred persons instead of a few on the public relations staff; we shall have increased many fold the effectiveness with which this school system realizes the support of its public.

In this ideal situation, every teacher, as well as the superintendent and his principals, will find a place to serve in church activities; in service clubs; in lodges; in community organizations for boys and girls; and in similar activities. Teachers will find a place on committees in community affairs, and they will be elected to offices in community organizations. The community will soon recognize the value of leadership from members of the public school staff. Instead of taking second place to business and professional men, the teacher will become a leader in her community. Every teacher in this idealistic school system will assume a financial responsibility for community activities, not because she feels the pressure of the public on herself as a public servant; but because she is an enthusiastic participant in agencies for public good. The teacher will keep every important activity of her classroom before the public through the local newspaper. She will welcome opportunities to address community groups on the phases of education which she understands better than her superintendent or her principal. Finally, the teacher who realizes so fully her responsibility in public relations will consider it a privilege to meet the parents of her students.

You answer, this idealistic school system is a Utopian dream. It should not remain so; it should discard the "few per cent system" of public relations in which the superintendent and his principals shoulder all of the responsibility; they should replace it with the "100 per cent system" in which every teacher shares in bringing the schools closer to the public.

Tasting Journalism

Louise H. Howell
St. Michaels, Maryland

IN our newspaper plant in a small town, we print each month, a High School paper. On the day we go to press the Editor's office is crowded with Seniors, School Editors, Advertising Managers, Proof Readers and Cub Reporters.

Yet all this disturbance is looked upon with a kindly attitude by the Editors who know the fascination of printers' ink, and who appreciate the fact that the students are thus receiving a small education in itself.

With caustic criticism of typographical errors, a spirit of chiseling, and a trace of the 'teen age arrogance, they hover over presses, park irritatingly in the composing room, tell the linotypist how it should be done, and all but sleep in the plant until the thing is off the press.

In this process the students find, to their ultimate satisfaction, the joy in creating something worth while, which acts as a stimulus in everything they do in the way of attainment. They come to know politics, philosophy, sociology, psychology, that they never learned so realistically in their text books. They find big natures and small natures, idealism, antagonism, veracity, strength, weakness, selfishness, and altruism, and the latent fact that the newspaper is a candid mirror reflecting and recording the good and the bad in the great cavalcade of history; and that if you want information and facts in life, whether they pertain to personalities, places or events you resort to the newspaper.

Reading for Appreciation

EMMA RINEHARDT
Eastern Illinois State Teachers College
Charleston, Illinois

"Children learn how to read, but often they miss the better part—they do not learn to want to read."

ALTHOUGH we devote a great deal of time and effort to the teaching of reading, the effectiveness of our instruction is open to question. Are we teaching children merely to decipher words, or are we also inspiring them with an insatiable desire to read? Mastery of the mechanics of reading is fundamental and must not be neglected, but it is only a means to an end and not an end in itself. If children fail to acquire an interest in reading our efforts are largely in vain. They regard reading as a task imposed by the school rather than as a privilege. They live in the midst of a wealth of newspapers, magazines, and books, but they are unmindful of the treasure. They learn how to read, but often they miss the better part—they do not learn to want to read.

Is it possible to develop in boys and girls an appreciation for reading? Unless we believe sincerely that this question can be answered affirmatively, success can scarcely attend the teaching of reading. If our faith wavers occasionally, let us take courage from the following creed stated by a teacher of literature of rare ability, Dr. June Rose Colby, now retired from the staff of the Illinois State Normal University.

"I believe in life. I believe in literature. I believe in boys and girls. I believe that life is the most interesting thing in the world, and that we all love it. I believe that literature is the most important and fascinating single expression of life that the race has made in an accessible form. And I believe that, if we can contrive not to get in the way, boys and girls will recognize life in literature, and, loving life, will love the literature that reveals it to them."

Unfortunately, we contrive all too often to get in the way, and we fail to give the literature a chance to speak for itself. How can we keep out of the way, and how can we be a positive help? Let us consider five suggestions.

In the first place, we must distinguish between study and appreciation lessons. Of course, there must be study lessons; pupils must master the mechanics of reading. These lessons appeal primarily to the intellect. But appreciation lessons differ in purpose. They should appeal primarily to the emotions. Their aim is to give enjoyment. We want the pupils to have a good time. We want them to feel that *Treasure Island* is a fascinating story; we want them to know that reading *The Jungle Book* or *The Lady of the Lake* is a delightful pastime. If we fall short of this aim, our lesson is a failure.

Second, we must avoid unnecessarily dissecting the material. Who would try to show a pupil the beauty of a priceless vase by breaking it, and asking him to examine the fragments? Who would expect to develop appreciation for a Rembrandt painting by cutting it into bits, and requiring a pupil to reassemble the parts after the fashion of a jig saw puzzle?

Absurd! Yet we do things that are equally as ridiculous in teaching reading.

What boy would champion Zane Grey as his favorite author if he were given required readings with assignments such as these?

"For tomorrow read a biography of Zane Grey. Learn the date of his birth. Describe his early childhood and education. List his novels in chronological order. Read the first two chapters of *Riders of the Purple Sage*. Describe the setting of the story. Describe the characters. Make a list of all new words, and find their meaning in the dictionary."

The average boy would say, "I hate Zane Grey. Give me somebody not on the required list. Let me read Dickens, or Scott, or Thackeray."

Whenever we are tempted to dissect beautiful literature and bring in irrelevent details, we should pause to ask, "Will this increase the significance of the material for my pupils?" If the answer is negative, our proposed procedure should be changed.

Just as soon as teachers learn to discard devices that make reading drudgery instead of pleasure, the Cheerful Cherub will no longer have occasion for saying,

> "To read a book for culture
> I cannot keep awake—
> I never like the classics
> Excepting by mistake."

Third, we should refrain from forcing pupils to express appreciation for material that they dislike and from obliging them to tell exactly why they like all the things that they actually do prefer. After all, the real test of whether a pupil likes *The Merchant of Venice* is his choice of other Shakespearian plays for his free reading. No matter what his paeans of praise may be, the pupil who closes his book with a sigh of relief and says to himself, "I'll never read another play by Shakespeare," is far from appreciative.

And as for telling just why we like a certain selection is concerned, the task is sometimes impossible. We like some pieces of literature, just as we do some pictures or persons—simply because we do like them. The old rhyme describes the situation:

"I do not love you, Dr. Fell;
The reason why I cannot tell,
But this alone I know full well,
I do not love you, Dr. Fell."

Would that a Mother Goose Rhyme could make us as keenly aware of the tragedy of empty book-shelves as of the bare shelves in Old Mother Hubbard's cupboard! By reading to pupils we may acquaint them with books that would not otherwise attract their attention and interest.

Finally, and most important of all, we must develop our own appreciation of reading. In a very true sense, appreciation is caught rather than taught. The teacher who knows and loves the world's great literature can scarcely fail to arouse enthusiasm for it.

If we feel that we have too little time to read, then we should begin our program of study with Arnold Bennett's *How to Live on Twenty-four Hours a Day.* He tells us:

"You have to live on this twenty-four hours of daily time. Out of it you have to spin health, pleasure, money, content, respect and the evolution of your immortal soul. Its right use, its most effective use, is a matter of the highest urgency, and of the most thrilling actuality. All depends on that. Your happiness,—the elusive prize you are all clutching for, my friends!—depends on that

"We never shall have any more time. We have, and we have always had, all the time there is."

When we learn the joy that comes from reading, we are likely to seek methods and materials that will inspire our pupils to read. Truly, then, we shall teach reading for appreciation.

Estimating Their Own Advances

Sino M. Mott
State Normal University
Carbondale, Illinois

ESTIMATING one's own advancement is an essential feature in the child's education as is also learning and adjusting to one's own abilities and handicaps.

The teacher who starts out to help the pupil in this process will eventually give a series of tests which will enable her to become better acquainted with the child. The physical examination together with the Betts Reading Readiness Tests aid in estimating the child's physical capabilities. In order to gain a general estimate there may be given one of the group tests such as the Kuhlman-Anderson or the Pintner-Cunningham. The Porteus Maze and the Goodnough Drawing Scale for the Measurement of Intelligence will give side lights in the child's personality. Having the information gained from these before her the teacher (provided she is qualified) will turn to the Terman-Merril edition of the Standford-Benet. This will not only give her an idea of the mental equipment of the child, but she may also gain a picture of the child's method of attacking a problem, of his tenacity, of his code of ethics, and of his reaction time. While the pupil need not be told his specific ratings in these tests (and the most of us agree that he should not be told) he may nevertheless be given a general picture of his own abilities and learn to estimate his own achievement in terms of his, and not others', ability to progress.

A new plan of letting the child cooperate in making out his record is being tried in the First Grade at the Southern Illinois State Normal University. This is being done in two respects: the statistical feature and the general personality feature.

Considering first the statistical side of the problem the child knows the amount of material presented within a given time and from the results of the test he discovers of what part of the total amount he is the master. Suppose there had been in the reading 330 words presented, at the close of the unit the child has mastered 300 words to the extent that he is able to recognize them in word list form. The average of the group is 270. At the close of the previous unit his list contained 210. This gives him the basis for three comparisons.

1. The number I know of the total number taught.
2. The number of increase over previous time.
3. The number I know above or below the average of the class.

The same general idea is carried on in respect to arithmetic; whether it is counting by ones, twos, fives, or tens, or learning the number combinations, the child knows the goal toward which he is traveling and from his results on the tests he learns how far along the path he has progressed. Likewise in respect to poems or songs he may compare his equipment with the number presented.

Periodically the child is given an opportunity to chat very informally with the teacher. At this time we discuss his progress as shown by these figures. It is at this point that our second feature enters. It may be that his arithmetic is lower than he wishes it to be; he recognizes the fact that he is not getting much accomplished so he suggests that he be permitted to have a table alone and that he have the supervision of one of the student teachers for a definite period of time. He

thinks that this will help him to learn how to "do my own work all by myself." It may be that he states that he "don't like it much." The teacher knows from her study of the child that he is mathematically inclined and that he has unusual ability as shown on the mental tests. During the discussion he states that he does arithmatic "most every night." It is discovered that the father has been writing out the third and fourth multiplication tables for the child to memorize. Here is a child in the first grade being pushed into the abstract problems before he has any interest in them or has sufficient opportunity to use them. He is thereby developing a dislike for figures in general. It may be that he will confide "that's too easy, why I can do——" He asks permission to do something different or else be given "hard problems."

In like manner during the discussion regarding the reading it may be that the total number of words taught was the 330; that the child's present vocabulary according to the test was 130 while the group average was 270. His vocabulary according to his previous test was 80. Here the child is lead to recognize and rejoice over the fact that his advance this unit is superior to the previous unit. He is thus led to compete against his own record, not that of another. On the other end the pupil may say, "I read only one book that unit, three this unit, I know that I can read five little ones or three big books this time." Now it often occurs that the teacher has grown to see that the method used with the group as a whole is not adaptable to this child's mental reaction—the child must not be permitted to feel that he can not do it until he has tried again and again in other ways. Again, suppose you are working with the timid child, she cries because she is afraid to come to school, she cries because she is afraid to go home; this occurs every day for the first three weeks. At last she begins to tell you "I did not cry this morning." Little by little she advances and one glad day she boastfully announces she went alone all the way to the store and that she bought a box of noodles for dinner. For her the fact that she went alone and that she told you of it was worth far more than the mastery of fifty new words.

This part of the work is relatively simple when compared with that of estimating one's own advancement in respect to certain desirable behavior patterns. The child discovers that he is not wanted on the playground. The group at one of their pow-wows have decided he should remain in the school room during recess for the next week—"he bites us, he

(*Continued on page* 70)

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Boresome Conventions

"How was your recent convention?" I asked my doctor friend.

"It was all right except for one thing," was the reply. "We had too much for our money. I never saw such crowded programs. At one session we sat in our seats for nearly four hours. Most of the speakers were too long winded. We became fatigued in mind and distressed in body. It is no wonder that so many people want to sit near the door when they go into a meeting."

"Medical conventions are not much different from educational," I remarked. Boresome speakers don't get a chance to impose upon me. I learned my lesson long ago. If the hall has a convenient front exit, I sit near the platform, always next to a side aisle. I never get in where I can't get out easily. Of course I realize that the centrally located seats would be empty if all followed my rule, but I can't allow myself to get into a position where I may suffer an undermining of character for the sake of doubtful enrichment of mind."

No man has any right to prepare a program unless he has enough sense and determination to confine it to a reasonable length and no one has any right to appear on a program unless he can and will keep within the time allotted to him.

Too many programs are in the hands of wirepullers who put on them those whom they wish to please and who think little of the audience which they are supposed to serve.

What Is a Great Teacher?

A normal school girl wrote me recently and asked if I could tell her in a few words what it means to be a great teacher. Of course I felt it my duty to try and this is what I said:

"To be a great teacher means to be a great lover. Of course this word is not used in any restricted and sentimental sense but with its highest, broadest, and deepest meaning. A great teacher must be a great lover in a two-fold way. First he must love the good. With all his heart he must love truth, beauty, and righteousness. His love for the good must be so great that he will dedicate his life to its pursuit and advancement.

"Next the great teacher must love boys and girls. He must love them so well that he will delight in their companionship, that he will magnify their virtues and minimize their faults, that he will crave for them the good to which his own life is devoted.

"There are two commandments for any one who aspires to be a great teacher, 'Thou shalt love the good with all thy heart and thy young neighbor in the school as thyself.' "

Building Better Study Habits

CHARLES EDGAR FINCH
Rochester, New York

—5—

Learning To Use Books

WELL-PLANNED tests will prove one of the most effective means of making both teachers and students aware of the difficulties that pupils encounter in trying to use even the ordinary textbook. When a pupil realizes how little he really knows and how ineffectively he has been using books, he will be only too glad to respond to the teacher's efforts to help him build better study habits. The following short test on using a textbook suggests a good way to begin. It was given to pupils entering junior high school. These pupils were directed to use their civics textbook in finding the information called for in the test.

Test on Using a Textbook

1. In what chapter do you find an account of the Declaration of Independence?
2. How did you find this chapter?
3. On what pages do you find something about the American's Creed?
4. How did you find these pages?
5. What is the part of the book where the Consitution of the United States is found called?
6. On page 267 in the third paragraph what does the small figure (2) after the word "Columbus" mean?
7. Give the paragraph or topic headings found on page 29.
8. Does the author give any suggestions that will help pupils in thinking about the topics discussed in the different chapters? If so, where?
9. In what part of the book does the author give his personal message?
10. In any book where would you look to find the position the author held or other books he had written?

Over a thousand pupils took this test. The percentage on five of the questions is given below.

Question 2	Table of Contents	59.8%
Question 4	Index	50.4%
Question 6	Footnote	15.4%
Question 7	Paragraph headings	46.1%
Question 9	Preface	29.8%

Question 4 evoked such evidence of waste in studying as the following:

"I looked the book through and through."
"I hunted up the pages."
"I found it by going through from one page to another."
"By looking almost the whole book through."
"By taking one page at a time."

The answers to question 6 brought such pathetic guessing as:

"It means Columbus thought twice before speaking."
"The figure 2 means Columbus thought twice."
"It has been said twice."
"It means twice as much water as land."
"It makes thought plural instead of singular."

Here is a using-the-book contest that some classes have enjoyed as one way of getting practice in improving book skills.

Using-the-Book Contest

1. Divide the class into three groups and provide each group with a different textbook.
2. The teacher then gives a question calling for the use of the index, the table of contents, or some other part of the book.
3. The first pupil in each group to find the reference or answer rises. If the first pupil to rise gives the correct answer, he scores a point for his group. If not, the second pupil to rise has a chance to score for his group. The third pupil may have his chance if both of the others fail to give the correct answer.
4. The teacher gives at least ten questions.
5. This drill contest may be repeated at intervals during the term, keeping the groups the same.
6. The group winning the largest number of times is the champion group.

We have been discussing textbooks, but much of the ground covered applies to all books. Library lessons should be a part of the regular school work because knowing how to use reference books is an important step in any program that attempts to build better study habits. The following library test

will serve to call attention to particular study difficulties experienced when students attempt to use reference material. These questions may well be used as a pre-test before beginning library work with the class, in order to locate particular points on which emphasis should be placed.

Library Test

1. In a library would you look under fiction or non-fiction to find a book on the life of Washington?
2. When asked to gather information on a current topic, what library aid will help you in locating the information you desire?
3. To what book would you refer in order to get information on a prominent person who is living today?
4. What reference book will give you the names of the men in the President's cabinet?
5. If you were sent to the library to find "In the Days of the Guilds" by Lamprey, how would you locate it?
6. Where would you look if you wanted to find the value of the imports received at the port of New York last year?
7. What reference book will give you the main facts about Shakespeare's life?
8. Explain the difference in the arrangement of fiction and non-fiction on the shelves of a library.
9. What book in the library will aid you in finding an article in one of the recent magazines?
10. What kind of books are known as annuals? Name some of them.

Fortunately public libraries, school libraries, and university libraries arrange the books on the shelves in a similar manner. When students once learn where to find books in a library, they will have acquired another valuable study asset. *The system of placing non-fiction books on the library shelves is known as the Dewey Decimal Classification. This classification divides all knowledge into ten main divisions and then subdivides it into ten classes. It sounds quite complicated; but, when students are taken to the library and are given ample practice in locating books, they will find that it is all quite simple. One set of numbers will mean animal stories, another travel tales, still another history stories, etc. Moreover, it will surprise and please the students to learn that there is just as much order about the arrangement of books on the shelves of a library as there is in the numbering of the houses on our streets. Thus one can learn to locate books on the shelves of a library as easily as he would locate the house of his best friend. Books of fiction are arranged on a somewhat different plan. They are placed on separate shelves and arranged in alphabetical order by surname of the author and the title, making it easy to find them.

Learning how to use a card catalogue is another important and useful step in study progress. Pupils may well think of the card catalogue as the big index to the library. They must learn that there are several ways of finding desired books, for example, one may know the author of the book he desires but not the title; or he may know only the title; or perhaps he has only the general subject in mind. The difference between fiction and non-fiction cards must also be carefully pointed out, and pupils must learn not only how all this is done, but must be given sufficient practice so that they can do it readily and quickly.

Lessons on the use of the various reference books that must be consulted for supplementary information will naturally be a part of any worthwhile study plan. The dictionary, the encyclopedia, and the atlas should be familiar tools in the hands of all pupils. The *World Almanac*, which is published every year, gives up-to-date general information on a great variety of subjects. Its use should be familiar to all pupils who have any occasion to look up the latest available statistical data in connection with their school work. Pupils should also be carefully instructed that, in using material found in any of the reference books, proper credit to the source of information should always be given.

The Readers' Guide to Periodical Literature which furnishes an index to over a hundred of the most used magazines published since 1900 is another study tool that all students should be taught to use. This publication makes it possible to locate magazine articles on a great variety of subjects and so makes available much valuable material that would otherwise be left unused on the library shelves. A workable knowledge of this reference guide will prove of great assistance in locating articles on various subjects assigned for class investigation. Its use will also prove especially helpful in the study of present-day problems.

In presenting the various reference aids that we have been discussing the teacher should constantly keep in mind the essential fact that ample practice in using each study aid as it is presented is the thing that counts in making it an effective study tool.

* See *How to Use the Library* by House, published by Gaylord Brothers, Syracuse, New York.

[*Next month's article in the series by Mr. Finch will deal with "The-Unit-of-Learning Plan"*]

EDUCATIONAL HORIZONS

By Randall R. Penhale
Principal, Iron River High School, Iron River, Michigan

EMPORIA'S William Allen White stated in a recent radio address that "Education is a preparation which helps a man to understand his environment and to live there happily and usefully." If the recommendation of this venerable philosopher is accepted, it presages a host of necessary modifications of the present secondary school curriculum. At Milwaukee, President R. T. Shaw of the National Education Association defined the purpose of education "to provide opportunities for self-realization, to improve economic efficiency, and establish a recognition of civic responsibility." At the banquet session of the Michigan Secondary School Association meeting at Lansing, Dr. F. T. Spaulding of Harvard added fuel to the fire when he stated bluntly that the modern educational program has "notably failed" to make available to students certain "pertinent knowledge" particularly concerning their own communities. All of which proves the pointedness of Editor White's contention.

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With 1939 now well on its way, it remains to be seen what, if any, changes will find their way into the curricula of 1939-40. From our vantage point, the handwriting on the wall definitely indicates a leaning towards the practical and less to the academic, though, of course, the latter is not to be pigeon-holed. C. M. Chester of General Foods Corporation, speaking before the New England Association of Colleges and Secondary Schools strengthened our argument when he reminded a Boston audience of a net increase of some 600,000 young people who annually seek jobs. *Their employment is the responsibility* of business and professional men cooperating with educational institutions. Mr. Chester urged the development of "special schools" to "train youths for special jobs in public life and certain business assignments." What changes does your faculty anticipate? Will you hold on to the traditional cultural program, or will you attempt to dovetail the two? This is not a rhetorical question. We want your ideas! Can't we get together?

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The latest spectacular headline was the announcement by President Roosevelt that some 20,000 college students would soon be trained as air pilots and mechanics. The aim is to provide a body of non-military aviation experts in peace time, but also the creation of a vast reserve corps available for military service. Coming at a time when the international situation is fraught with danger from all sides, the President's declaration had its inevitable repercussions from the four corners of the earth.

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Time was when ivy-covered walls of a high school suggested the *then* situation relative to education. Today a Hitler makes life uncomfortable for Germany's conscience-bound intellectuals, and they come to democratic Amercia. Albert W. Wilson's investigation shows 400 old-world scholars formerly attached to Heidelberg, Goettingen, Bonn, Berlin, Cologne, Breslau, Vienna, Prague, Milan, and Rome universities are now on the faculties of outstanding American institutions. Further, an additional 3000 applications are on file, awaiting placement. Dr. Einstein and Thomas Mann are perhaps the best known. In New York's artist-famed Greenwich Village, a veritable "university in exile" has been in existence since Hitler assumed his chancellorship. Its faculty, headed by Dr. A. S. Johnson, numbers some 22 German and Austrian refugees. The student enrollment is 400. It's an ill wind which blows no good!

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A strictly homegrown problem which is definitely on the educational horizon has to do with negro education in the South. The Supreme Court recently ruled that a Missouri negro must be admitted to the University of Missouri Law school "unless equal facilities are provided for him elsewhere within the state's borders." The upshot is apt to be more and better facilities for our colored colleagues as well as more complete curricula and higher salaries. In some states new separate institutions will be required, in others colleges for white students will be asked to add branches for the exclusive use of negroes.

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Another long awaited decision of the federal judiciary soon to be released is whether the incomes of federal government employees should be subjected to state and federal income taxes. With the army of government employees constantly on the increase, the number of exempted salaries is enormous. Teachers, being employees of the state, are now free from income levies. The bench's decision is therefore of vital importance to our profession and may have many effects on salaries. N. E. A. President Shaw, speaking before the Detroit Teachers Association, is the authority for the statement that more than 25% of the country's teachers now receive a "salary" of less than the "wage" indicated by a national commission as the minimum for *unskilled labor*! Many teachers, therefore,

would be pleased, ironically, to have a taxable income!

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In Michigan a 15-mill tax limitation on local property taxes is the millstone which impedes progress in education. . . . The Ingham County (Michigan) circuit court must soon decide a case which may have salutary effects in other states: the right of a governor to slice public school appropriations. Does your chief executive have these discretionary powers? . . . State Superintendent Eugene Elliott (Michigan) also hopes to remove his own office from the ballot, making it appointive by the state board of education. And finally an effort will be made to repeal the teacher's oath law. A fine program, and educators of every state wish him well!

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Limelight these last four weeks falls on Barney C. Williams, a freshman at San Francisco State College, highest ranking Boy Scout in the U. S. Proud possessor of 73 merit badges and 9 ranks above Eagle Scout, he plans to enter scouting as a career. He should. Then there is Willie L. Dodd, 20, of Doniphan, Missouri. Born armless, he has, nevertheless, made his progress to Southeast Missouri State Teachers' College as a pre-law student. How does he write? With mouth *or* toes! . . . While not physically handicapped, Harry E. Taylor of Marysville, Ohio, calculates he walked more than 12,000 miles obtaining his education which culminated in a degree from Wittenberg College. This mileage includes four miles per day for eight years of grade school, ten miles to junior high, and two miles to high school. Then he figures he sat behind the whip handle of a buckboard for another 53,000 miles—going to college. . . . At Marion, Ohio, Raymond Locke is the only boy enrolled in a cooking class otherwise composed of 23 girls. Somewhat of a pioneer now, he will live to see the day, we believe, when more of his sex will see the worthwhileness of such training. . . . Leslie Profit, 15 year old Cass City (Michigan) 4-H boy, won the grand prize at the ninth annual Detroit Stock Yards show, exhibiting his Angus steer. Here is one boy who surely *profited* from an extracurricular activity!

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This paragraph is written primarily for the purpose of eliciting your reactions. We hope you will send us your comments in the first mail, so that we may set up a give-and-take department in our March issue. Here goes! (1) Western State Teachers College (I am not an alumnus) at the celery famous city of Kalamazoo has the largest number of biographies in the new edition of "Who's Who Among Students in American Universities and Colleges" published by the University of Alabama. Can your alma mater excel this record? (2) No other city has accomplished more than Cleveland to popularize radio programs as regular classroom material. We salute WBOE. (3) According to a health survey conducted by Dr. W. L. Hughes of Columbia University, in 25 cities among 20,000 secondary school students, one conclusion is possible: modern boys and girls want accurate sex information. This writer contends it should be part of the curriculum as a substitute for or supplement to dull courses in anatomy or physiology. In the hands of a mature, diplomatic teacher, I agree! Do you? How do you stand on this highly controversial question? (4) President Hutchins would de-emphasize football by charging ten cents to a game. While the Windy City's gridiron squads in recent years have not been successful, Dr. Hutchins is not playing with the sour grapes theory. Rather it is that schools have always overemphasized sports in which only a few participated and their gate receipts, to the detriment of the real purpose of physical education. Therein lies the argument for intramural athletics, leaving football and other "big time" events to the professionals. Do you say, yes or no?

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Our obituary list this month is lengthy, but we shall be brief as well as respectful. Eugene Crank of Bloomington, Illinois, died recently while resting between halves of a basketball game in which he had played. . . . A shock to many of us who knew him was the death of Professor De Forrest Stull of Teachers College geography department. For many years he taught at Northern State Teachers College at Marquette, Michigan, he was particularly well known in the Upper Peninsula. . . . Dr. Calvin B. Bridges, associate of Dr. T. H. Morgan of California Institute of Technology died at Los Angeles. Dr. Bridges was world famous for his study of flies, studying them to determine heredity secrets and their possible similarity to human beings. During the Christmas holidays word came to our desk of the final departure of venerable Dr. Frank H. Vizetelly, universally known for his command of some 60,000,000 words. No one contests his right to rest alongside Dr. Sam Johnson, Noah Webster, and the more modern Dr. Funk. Coincidentally, we must report the death of another word specialist—Dr. A. O. Lee of the University of Michigan, for many years on the editorial boards of the New International Encyclopedia and Webster's Dictionary. . . . The last of our colleagues to whom we can raise our hand in silent salute is Miss Clyde E. Foster, one of Michigan's pioneers in the field of public school music at Michigan Normal College. Her many friends, particularly in Fargo, N. D., the University of Minnesota, and Teachers College, Greeley, Colorado, mourn her decease.

The News Digest SECTION

Colleges Expanding In North Carolina

ASHVILLE, N. C.—Expansion seems to be the keynote of several North Carolina colleges, two of them celebrating 100th anniversaries, and all have recently made known outstanding gifts and memorials.

Duke University has just announced plans for a new 200-room unit to Duke Hospital, ground to be broken in late Winter or early Spring. This is following the aims of its centennial program for additional dormitories, increased library facilities, art galleries and scholarship and research funds.

Soon after the students at Greensboro College returned from Christmas holidays the new student hospital there was opened. This is the first building to be added in the program which Greensboro is undertaking in its second century of service.

When Davidson College celebrated its 100th anniversary last year a goal of a million dollars was set and, according to Dr. W. L. Lingle, the president, $343,000 in buildings, cash and pledges is the result so far. The newest of the buildings is a student infirmary, given by Mr. and Mrs. W. Y. Preyer of Greensboro.

A consolidated university building program, financed by PWA and State funds and calling for more than eight million dollars, is in full swing on the campuses at Woman's College at Greensboro, State College at Raleigh and the University at Chapel Hill.

Dead Languages Study Attracts Classes in WPA

NEW YORK.—To the surprise of educational officials, an amazing demand for "dead languages" took place in New York City last year, Gustav A. Stumpf, director of the WPA adult education program of the Board of Education, announced.

Nearly 2,100 students are enrolled in the free classes in the "dead language" division, he reported. Subjects such as Latin, Greek, Hebrew, Sanskrit and Gaelic are oversubscribed—and the popular demand has not abated, Mr. Stumpf said.

Hebrew is the most popular language, studied by 1,500 men and women. Some of the students have relatives in Palestine and wish to learn the language used there. About 150 pupils are learning Gaelic, while sixty are taking Greek. A dozen students are enrolled in the two Sanskrit classes.

Students Run Normal School

NEW ORLEANS, LA.—While the faculty of the Louisiana State Normal School attended a teachers' convention in Baton Rouge, their students took over and operated the school.

Administrative officers were named by the student body to manage the executive departments. Faculty members appointed outstanding students to teach their classes.

Page Re-elected; Has Served Forty Years

FRANKLIN, TENN.—The Williamson County Court has re-elected F. J. Page, County Superintendent.

He has served forty years and is now beginning his new term of two years. This has been continuous service in his native country.

JUNIOR COLLEGE ENROLMENTS INCREASED 14% IN PAST YEAR

WASHINGTON, D. C. — Greatest annual increase ever recorded in students attending junior colleges in the United States is revealed by statistics just compiled by Walter C. Eells, Executive Secretary of the American Association of Junior Colleges, for publication in the annual *Junior College Directory*, 1939.

The enrollment in this relatively new but highly significant group of institutions has increased from 1936-37 to 1937-38 from 136,000 to 155,000 students. This is an increase of 14 per cent for a single year. During the past decade the number of junior colleges has increased 36 per cent while the enrollment in them has almost tripled. In 1929 it was only 54,000.

The number of junior colleges now reported is 556. While many of the junior colleges are relatively small, there are 130 which have enrollments in excess of 300 students each, 29 which have enrollments of more than 1,000 students, and three which have passed the five-thousand mark. The junior college at Los Angeles is the largest of all with an enrollment this year just over 6,000. The three junior colleges which are part of the Chicago school system have an enrollment of over 5,300 students.

California leads with 57 such institutions and an enrollment of 53,000. Texas is next with 38 junior colleges, followed by Iowa with 37, Oklahoma with 32, Kansas with 24, Missouri with 23, North Carolina and Mississippi with 22 each, and Pennsylvania with 20.

"The junior college is not only furnishing the equivalent of the first half of a four-year college or university course to thousands of students who could not otherwise afford it," said Dr. Eells in commenting on these figures, "but even more important, it is furnishing a liberal education to additional thousands of young people who otherwise would not attend college at all and who cannot be absorbed by commerce and industry upon their graduation from high school. It is also giving many young people semi-professional courses which enable them, upon graduation, to become productive members of society."

"There is every reason to believe," Dr. Eells continued, "that the junior college enrollment of the country may double again in the next few years. California now has one junior college student for each 107 of its population. If the rest of the United States were equally well supplied the junior college enrollment would be 1,200,000 instead of only 155,000."

HIGH SCHOOL SENDS NEWS LETTERS EXPLAINING AIMS, TO PARENTS

GARDEN CITY, L. I.—News Letters, describing some phase of the program and aims of the school, are mailed once each term to parents of students in the Garden City High School. The purpose of the News Letters, according to John Coulbourn, principal, is to acquaint the parents with important facts concerning educational progress; to help bring about a more intelligent understanding of the school's aims and objectives, and to encourage a closer cooperation between the home and the school.

The News Letters originate in the principal's office and each issue is built around pertinent questions asked from time to time by parents. The Parent-Teachers Association of the school assumes the obligation of mailing the letters to every home.

In the first of the series the question of the school in relation to college preparation was discussed. Another News Letter, entitled "A Functioning Program of Athletics for Every Boy and Girl," describes the type of athletic activities offered, the supervision maintained, the method of health protection, and compares the program at the Garden City High School with the recommendations of the State Department of Education.

A third letter, after establishing the need for adapting the program to the individual pupil, explains how this is done. Among the special courses for this purpose, according to News Letters, are the following:

"Eight small groups at different grade levels working in the field of English, breaking away from the traditional course, following a more advanced reading enrichment program, and being encouraged and guided in creative writing.

"A 'mathematics - for - engineers' group, composed of superior pupils with excellent records in elementary algebra, who plan to follow a four-year mathematics major in preparation for engineering.

"Two unclassified groups in English, working on a remedial program.

"Two groups at the junior high level not following the departmental plan, but working on a remedial program with the same specialized instructor in all academic subjects."

Speech Teachers Put on Debates

TACOMA, WASH.—Matching logic, statistics, and wit, more than 300 college and university debaters from 11 western states argued the national issue of pump priming, in a forensic tournament at the College of Puget Sound. The contests, which lasted three days and included 275 separate debates, were held under the auspices of the Western Association of Teachers of Speech. The question read:

Resolved, that the United States should cease using public funds (including credit) for the purpose of stimulating business.

Along with the debates, competitions in formal, extemporaneous, and after-dinner speaking were put on. Clifford Royston of the University of Southern California was the winner in impromptu speaking, and in men's varsity debate, sharing honors with William Barton.

Forty trophies, bronze medals, and certificates of merit were presented by Prof. R. D. Mahaffey of Linfield College, Director of the Tournament. Nineteen of these were won by California teams, and the rest went to six States, as follows:

Washington and Oregon, six each; Utah, four; Idaho and Colorado, two each; and Arizona, one.

Hits 'Pressure' For the Ph.D.

NEW YORK.—In his annual report as president of the Carnegie Corporation, Dr. Frederick P. Keppel raised some questions concerning the graduate school which for long years, he said, "its mysteries culminating in the rites and ceremonials attending the award of the Ph. D degree, has been the sacred cow in American education, to be worshiped rather than studied, understood and improved."

He spoke in his report of the fact that the Carnegie Corporation had no desire "to subsidize further the current maunfacture of the Ph. D. degree."

The whole structure of the graduate school, he emphasized, was originally reared not for vocational purposes but in the interest of scholarship and research.

Dr. Keppel expressed the belief that when the colleges and schools prescribed the Ph. D. and the M. A. they were thinking of the kind of man these degrees used to represent. The movement in the beginning was all to the good. They were thinking of a certain type of individual. But the pressure for the Ph.D. became so great that now too many are satisfied with the degree rather than with the man and they have forgotten what they were after in the first place.

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Pupils Earn $66,000 Of Tuition Costs

NORTHFIELD, MASS.—Students at the Northfield schools gave 330,000 work hours last year to the schools as part payment of tuition.

At Mount Hermon every boy works ten hours a week, which averages 360 hours for each of the 565 students during the school year. Every one of the 538 girls at Northfield Seminary does eight hours of domestic work a week, which averages 248 hours during the school year. Thus student labor, figured at 20 cents an hour, will pay the Northfield Schools $66,000 this year toward the cost of tuition for the 1,103 students.

The Northfield Seminary girls do their cooperative work mainly in the dormitories in which they live.

At Mount Hermon the boys do everything but the cooking. The upkeep and maintenance of the campus buildings are in their charge.

There have been 27,500 students enrolled at the Northfield Schools and all of them participated in the "work hour."

Colgate Studies Phi Beta Kappas

HAMILTON, N. Y.—A definite relationship between good scholarship in college and participation in extra-curricular activities is indicated by a study of Phi Beta Kappa students at Colgate University. The evidence is supported further by examining the campus activities of those elected to the Phi society, sophomore year adjunct of Phi Beta Kappa.

A study of Phi Beta Kappa students, covering thirty years, made by Dr. Frank C. Ewart, shows that 16 per cent won letters in some sport; 57 per cent of students' association presidents were members as also were 73 per cent of editors of the college paper, 47 per cent of the yearbook editors and 63 per cent of Y. M. C. A. presidents. Forty-nine of the 416 Phi Beta Kappas studied were debaters.

Comparing those who are successful to a large degree, as recorded by "Who's Who," Dr. Ewart discovered that 11 per cent of members of Phi Beta Kappa are represented, whereas only 1 per cent of non-Phi Beta Kappa members are listed.

Brookline to Teach Radio as Vocation

BROOKLINE, MASS.—The Brookline school committee has voted to adopt a policy under which pupils will be given an opportunity to study radio as a practical vocation and as a means of development in student character.

The plan, to be developed slowly during the next three years, is designed to place Brookline in the leadership among American secondary and elementary schools in the field of radio education.

Equipment for the venture would include a control room, microphones, turntables, transcribed music and sound effects, a shortwave transmitter for experimental work and equipment for reception of television and shortwave broadcasts.

"To begin and continue this project," the committee said, "an infinite amount of work, energy, time, understanding, and patience must be expected from all who participate. As the program expands, it will necessitate calling on many teachers and administrators, all of whom we hope will respond in a spirit of helpfulness."

Poor School Lighting Scored

DES MOINES, IA.—Defective eyesight is becoming more common among school children, said District School Supervisor R. A. Griffin, because of too much close study and generally poor lighting.

Griffin said schoolrooms frequently have insufficient light on pupils' desks and that some relief can be obtained by rearranging the seats at an angle so natural light coming through windows can fall over a pupil's left shoulder. He added that better artificial lighting should be provided for dark days.

Retires at 72; Goes Back to School

CLEVELAND, O.—William E. Street, 72-year-old bookkeeper who hates to leave things unfinished, wants to go back to school to finish his education.

"I don't know what good it would do me," he said. "But I want to do it, anyway."

Street, who had to quit his studies while in his third year at Western Reserve University in 1889, went to work then and never seemed able to get back to his textbooks, but he's been through plenty of ledgerbooks in 50 years.

U. S. NOW AIDING THOUSANDS TO BE AVIATION MECHANICS

WASHINGTON.—Under the policies of the Federal Government to provide financial assistance to vocational education in the States, more than 7,000 young men in different parts of the country are now receiving training which will prepare them to become aviation mechanics, J. W. Studebaker, Commissioner of Education reported recently to Secretary of the Interior Harold L. Ickes.

Figures issued by the Office of Education show that in Federally aided vocational schools and classes throughout the United States, there are 2,182 such students in day-time classes, 3,242 in part-time classes and 1,653 in evening trade-extension classes.

The rapid expansion of commercial aviation has opened up a new field of activity for many boys. While the average boy is lured by the romance and adventure of piloting a great transport plane, there is a better chance of his finding an outlet for his mechanical ability in the specialized work that is needed at the airports, Commissioner Studebaker said. A far larger number of men are required for ground work than for pilot duty.

At the commercial air-base in Miami ten classes are being conducted by the local Board of Education with Federal aid to train employed aviation mechanics. In New York City some 500 young men are being prepared for this field. In Chicago, where airlines maintain important repair stations, a large number of men are in training.

Believing that this is an important aspect of vocational training in America the Office of Education recently sent out 1,700 letters to universities and 26,000 letters to high schools and preparatory schools, inquiring what classes in aviation are in progress, how many boys or girls are taking them, and what plans are being made for increasing opportunities for such training. The survey is under the direction of Robert W. Hambrook, Trade and Industrial Education Agent.

Among the subjects envisaged as part of the regular high school or trade school curriculum are the building of model planes to scale, powering these models with gasoline engines, flying of models, study of principles of flight, study of aviation events, building of gliders, gliding or soaring, ground school training and flight training. The schools are likewise being asked how many planes and airplane motors of different types they own and can use for study purposes.

Pupils Save Town From Ruin

BOSTON.—How a group of eighth-grade geography pupils in a Pennsylvania town solved their community's economic problems, which arose when the chief source of income was eliminated with the closing of local mines, was described at the 25th annual meeting of the National Council of Geography Teachers by L. C. Davis of the State Teachers College, Indiana, Pa.

Although geography, as taught in years past, is remembered by many older persons as dry as dust, Mr. Davis pictured it as a vital, character-building study which pupils now find exciting.

The eighth-grade geographers whose families had been hit by the mine-closings, he said, investigated, under the leadership of their teacher, in fields that might permit new work opportunities for former miners.

They discovered that unused land in the vicinity was suitable for grazing, and that Pittsburgh was willing to take milk from that district; further, that the mushroom industry might be expanded to meet the needs of the New York market, and that cheeses mellowed well in abandoned mine workings.

So vital were the discoveries, said Davis, that a meeting of the entire community was called to hear the pupils' suggestions, which were adopted.

In advocating extension of field geography in the secondary schools, Davis cited its social benefits.

16 One-Pupil Schools Listed

LARAMIE, WYO.—Wyoming has 16 of the most expensive grade school students in the West, a survey of rural education in the Cowboy state showed.

Helen Nelson, superintendent of schools here, said the 16 high-priced students attend "one pupil" schools in isolated rural sections.

"It costs just as much for a teacher and for fuel and supplies to educate one pupil as it would for 20 or more," Miss Nelson said. "As a result, every one of these 16 isolated students costs the state $700 per year.

All 16 of the one-pupil schools are in Albany county, site of Wyoming's famed Snowy Range. The same county has 61 rural schools with only two pupils.

Busy Bees Do Kind Deed

CANFIELD, CAL.—School children here unanimously rejoiced in what the "busy bee doeth." A swarm settled in the Canfield school house apparently for long-time honey operations, so there wasn't any school that day.

School Addition Will Bring Norwood Fund

NORWOOD, MASS.—When the town of Norwood builds an addition to the high school to be known as the Henry O. Peabody School for Girls, it will receive the annual income of a $700,000 trust fund left by the late Henry O. Peabody, under a ruling by Judge William M. Prest in Suffolk probate court.

The ruling was made on a petition of the trustees for instructions as to what to do with the fund. The trustees are Wilfred Bolster, chief justice of the municipal court; Burdette R. Buckingham, Clarence A. Bunker, former Gov. Frank G. Allen and Frederick G. Nichols.

The Peabody will provided that a school for girls should be built on the testator's farm in Norwood, but by a decree of the probate court nearly 25 years ago the farm was sold to an adjoining owner.

Phi Beta Kappa Sets Inquiry on Chapters

NEW YORK.—For the first time in more than the 150 years of its existence the Phi Beta Kappa honorary scholastic society has voted to investigate the educational status of two of its chapters, Dr. William Allison Shimer, executive secretary, announced. There is reason to believe, he said, that "serious deterioration" has taken place in the chapters under scrutiny.

Although the colleges under consideration were not named, Dr. Shimer disclosed that one is a large State university and the other a small but long-established institution.

A formal survey will be made to determine whether they meet the present standards of the society.

Self Survey of Faculty Imposed in Alfred 'Quiz'

ALFRED, N. Y.—Alfred University is taking steps to determine what the members of its liberal arts faculty think of themselves.

A self-survey "quiz" prepared under the direction of Dr. A. E. Whitford, dean of the College of Liberal Arts, has been distributed. Faculty members are to fill it out.

Questions on the twenty-three-page answer blank seek to determine the faculty member's opinion on his own education, teaching methods, professional standing and personal characteristics as they affect his work.

Considerable space is provided for suggestions as to the improvement of his department and of the College of Liberal Arts in general.

Vermont Has a Girl, 126 Men Engineers

ST. JOHNSBURY, VT.—The only girl in the College of Engineering at the University of Vermont is Kay Holden of this city. She is a freshman in civil engineering.

Among the 126 men in the College of Engineering Miss Holden looks more like a student of home economics. Asked how she happened to choose engineering, she said she had always liked mathematics and science in school and was particularly interested in sanitary engineering.

Miss Holden says that the work is easier than she had expected it to be, although there is always plenty of studying to do.

Mountain School Retains Native Arts

HARLAN COUNTY, KY.—The Pine Mountain Settlement School of Harlan County, Ky., which celebrated its twenty-fifth anniversary recently, presents an example of progressive educational methods projected against a background of remote hill farms and coal mining villages.

Founded as an educational outpost in a mountain wilderness, where it could be reached only on foot or horseback, the recent opening of a road across Pine Mountain now permits the school to function as a community center for training and social welfare service over a wide area. A varied program of vocations for 120 boys and girls of high school age is provided.

Farm and dairy serve as proving grounds for the latest methods of agriculture. Road building is taught. A modern machine shop cultivates mechanical skills, while the print shop combines art expression with trade utility. The girls receive thorough training in domestic science, nursing and the old mountain art of hand weaving.

Students Fight Reckless Driving

DALLAS, TEX.—Dallas high school students are taking a hand in the traffic situation.

They have organized the "25-50 club," 25 miles in the city, 50 miles per hour in the country.

The emblem is a club with 26 spikes, one for each of the traffic fatalities for the year.

N. Y. Shows Drop In Pupils In 1936-37

ALBANY, N. Y.—Gross valuation of New York State's public school buildings, land and equipment reached an all-time peak of $1,038,926,367 during 1936-37, the Education Department has revealed.

At the same time, total registration of pupils throughout the State decreased 3,212 during the year, following a declining trend started in 1934, Dr. Wayne W. Soper, chief of the Statistics Bureau, said.

Dr. Soper attributed the greatest part of the increase in valuation to the State's newly established program of centralization of school districts, necessitating enlargement of central schools to supplant the so-called "little red school house."

Total valuation during 1937 represented an increase of $32,783,986 over the $1,005,842,381 figure for the previous year.

School houses and sites alone, however, were valued in 1937 at $922,790,011, an increase of $30,348,234.

Dr. Soper said most of the increase in school property valuation was recorded in rural areas, due to consolidation of school districts throughout the State.

Total registration during 1937 was 2,284,837, compared with 2,288,043 the previous year.

"A majority of the decline is due to a drop in the birth rate," Dr. Soper said. "We are entering a period of slowly declining school registration. Barring unforeseen events, this decline will probably continue for several years."

The number of public school teachers increased to 81,857 in 1937.

Grins Between Grinds

SUNK

Pa: "Well, son, how are your marks?"

Son: "They're under water."

Pa: "What do you mean, under water?"

Son: "Below 'C' level."

* * *

PERCHANCE A SNUB

As Mike marched down the street, he passed two men who were talking on the corner, so he promptly joined in the conversation.

"Are you gintlemen arguin' about Oireland?" he asked.

"No," replied one of the men, "we're not. We're just discussing some personal affairs."

Apparently satisfied, Mike walked on. But he hadn't gone more than five yards when an idea struck him. He turned 'round again and came back to the two men.

"Faith!" he cried, "maybe you think Oireland isn't worth arguing about, now do ye or don't ye?"

* * *

GOOD NEWS

Tommy—Mother, teacher asked about our families and whether we had brothers and sisters.

Mother—That is nice of her to take all that interest in you. What did you say?

Tommy—I said that I was an only child.

Mother—What did teacher say?

Tommy—She sighed and said, "Thank heaven."

* * *

NOISY

The farmer had been complaining that he could find no old clothes to put on the scarecrow.

"Well," said his wife, helpfully, "there's that flashy suit Bill wore at college last year."

* * *

FIRST COME

Son (entering office): "Well, Dad, I just ran up to say hello."

Dad: "Too late, my boy. Your mother ran up to say the same thing and got all my change."

* * *

NO SIGHT, NO FRIGHT

Nervous passenger: "Don't drive so fast around the corners. It frightens me."

Taxi driver: "Do what I do—shut your eyes when we come to a corner."

Book Reviews

Re-living the Past

OUR AMERICA—PAST AND PRESENT. By Daniel C. Knowlton and Mary A. Harden. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is the third volume in the series entitled *The Westward March of Man*, its predecessors being *Our Beginnings in the Past*, by Armond J. Gerson and *Our Past in Western Europe*. Like its predecessors the present volume is addressed essentially to the pupil. It sets forth the basic facts of American history in such a way as to cause him to identify himself with his country's past. The book is divided into ten "Episodes," each of which has a title containing the pronoun "We." For example, the first is "We Become Americans" and the fifth is "We Move Forward and Westward." Throughout the entire book the past is never separated from the present. Each chapter is followed by a group of suggested activities bearing the caption, "Interesting Things to Do." A few of these gleaned from different chapters give some idea of the general approach followed throughout the book: "Compare Washington's or Jefferson's inauguration with an inauguration in our own day." "Imagine that you were a boy or girl travelling West with Daniel Boone. Keep a diary of what happened to you each day of the trip." "Stonewall Jackson was a great general of the Confederate. Imagine that you were one of his soldiers. Write a letter home in which you tell your family about him." These suggestions are, of course, accompanied with information in regard to methods of securing material. The book is an especially fine example of the presentation of history in terms of the experience of the pupil.

Adventure in Reading

ACHIEVEMENT—Revised Edition. By Tom Peete Cross, Reed Smith, Elmer Stauffer and Elizabeth Collette. Boston, New York, Chicago, London, Dallas, Columbus, San Francisco: Ginn and Company.

Achievement is the second book in the *Good Reading* series for high schools. The idea of the editors in the preparation of the original edition was to provide material for the teaching of the appreciation of good literature as well as some non-literary selections adapted for the enlargement of the personal and social experience of the student. Their plan was crowned with considerable success and the series has been widely used.

This revision of the second book follows the original plan. It is, however, not a reprint of its predecessor. In comparing the volumes one can notice a number of eliminations and additions. One of the most marked of these is the substitution of *A Tale of Two Cities* for *The House of Seven Gables*. In the revision the short story section consists of entirely new selections. It also contains a collection of delightful humorous verse and prose. In both content and format the revision is a decided improvement upon the original, attractive and teachable as it was.

Who Said "Grammar"?

GRAMMAR FOR EVERYDAY USE. By Helen Fern Daringer, The Lincoln School of Teachers College, Columbia University. Yonkers-on-Hudson: World Book Company.

Grammar . . . grammar. We seem to remember the word, but had supposed it obsolete. But here we find it, plainly lettered on the front of a textbook: "Grammar for Everyday Use." What boldness!

Of course the subject has been lurking in language texts under other names. But today we behold an honest admission and a return to the original title.

But even if the old name is admitted, the garb is different. Informal has been substituted for formal attire.

"Grammar for Everyday Use" treats its subject functionally. It reveals the principles as an outgrowth of needs and as something that checks with common sense and experience in daily speech and reading. Definitions and rules are so cushioned with examples as to become simple statements of obvious truths.

Some such grounding as this book provides is almost a prerequisite to the study of a foreign language. But perhaps it is even more essential for those who are not to venture beyond the boundaries of the mother tongue—if they are to acquire an understanding of how to employ that tongue properly and effectively.

"Grammar for Everyday Use" is a distinctly modern handling of an ancient subject. The study need not be dry or painful—and this fact has been demonstrated by the author in this admirably brief and motivated text.

Probing the Short Story

STUDY AND APPRECIATION OF THE SHORT STORY. By Roy Ivan Johnson; Esther Matshall Cown; Mary Safford Peacock. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

A liking for short stories is so nearly universal that most pupils welcome an opportunity to pick some of these stories apart and see what makes them interesting.

"Study and Appreciation of the Short Story" contains a representative assortment of samples rather than a bizarre collection of tales chosen for their novelty or current dating.

Introductory and explanatory material are unusually clear and to the point. Curiosity, character and setting are disclosed as the chief elements of a successful story.

Biographical sketches of the writers are included for those who desire them, but these are grouped together in the section so as not to dampen the student's ardor for the stories themselves.

While not pretending to be a guide for the composition of stories, this book could very well be used for that purpose by a competent teacher, himself enthusiastic and willing to adventure in this exciting field.

The study and the actual writing of short stories deserve a firm place in the English curriculum of every high school; and the apparatus for a short story workshop is conveniently and attractively furnished in "Study and Appreciation of the Short Story" by Johnson and Peacock.

For Reluctant Readers

WHEN WASHINGTON DANCED. By Clarence Stratton. Adapted by Gertrude Moderow. Chicago, Atlanta, Dallas, New York: Scott Foresman and Company.

Sometime ago Scott Foresman and Company published for the special benefit of the slow reader adaptations of *Six Great Stories and Lorna Doone*. *When Washington Danced* by Clarence Stratton, Director of English, Cleveland Public Schools, is an addition to the same field. The purpose has been to produce a work of fast-moving adventure, which the reluctant reader in the upper grades and high school will find easy and enjoyable. The book is attractive with

broad margins, clear print and pictures by Alexander Key, which will arouse the curiosity of the normal child. Vocabularic problems have been very definitely kept in mind, fewer than nineteen hundred words being used.

We see no reason why such a book should not accomplish the purpose for which it was written. As the title indicates, the background is the American Revolution and the years immediately preceding it. There are rough-and-tumble fights, dances on Virginia plantations, adventures in the backwoods, plots of spies and other exciting happenings. The effort to make an appeal to the child inclined to "hate to read" is an educational experiment of more than ordinary importance.

Does Education Educate?

EDUCATION AS CULTIVATION OF THE HIGHER MENTAL PROCESSES. By Charles Hubbard Judd with the Cooperation of Ernst R. Breslich, J. M. McCallister and Ralph W. Tyler. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

To what extent do modern educational procedures increase the ability of students to think? Do college students develop the power to perform successfully the mental processes of the higher order? These are the basic questions asked and answered in this book prepared under the auspices of the Carnegie Corporation and the Carnegie Foundation for the Advancement of Teaching. Dr. Judd recounts that some years ago Dr. Henry Suzzallo exhorted him to put everything else aside and devote himself to the study of the major psychological problem of education, that of discovering how students can be led to develop methods of generalization and conceptual thinking. The present study represents a part of Dr. Judd's effort to shed light upon this preeminently important question.

The book consists primarily of reports of investigations of certain segments of the field. In Chapter II Dr. Tyler propounds the question as to just what relation exists between recall and higher mental processes, and his answer is that "Memorization of facts frequently fails to result in the higher mental processes." Another of the reports takes up the matter of "Language and Relational Thinking" and still another "The Number System and Symbolic Thinking." The last two chapters, apparently the work of Dr. Judd himself, synthesize and apply the findings of the investigators. This question cannot be treated with any degree of thoroughness without our being confronted with what impresses us now as the venerable problem of transfer of training. Dr. Judd touches on it in the last paragraph which begins with the statement: "A review of all that has been written about the transfer of training cannot fail to convince one of the futility of attempting to explain human mental life at its upper levels by simple formulas." This important study gets right down to bed-rock problems. Of course, the author and his associates make no claim to having solved them. They do, however, shed much light upon them and show the necessity of further investigation of these "major psychological problems."

Humanized Supervision

COOPERATION IN THE PUBLIC SCHOOLS. By Alonzo F. Myers, Louise M. Kifer, Ruth C. Merry and Frances Foley. New York: Prentice-Hall, Inc.

A patient was waiting in the anteroom of a hospital when a white-robed nurse dashed up to her and in decidedly businesslike tones snapped out the question, "Are you a tonsil case?" The other woman calmly replied, "I hope that I am a human being." It cannot be denied that in the history of American education there have been instances in which the teacher has been regarded by those having to do with supervision as a "case" rather than a human being. We have here, nevertheless, a book on supervision which gives ample consideration to the teacher's point of view. In fact it was written for classroom teachers as well as for school administrators, supervisors, and prospective teachers and supervisors. The basic assumption of the work is that a true profession very largely supervises itself and that the most effective form of supervision is self-supervision.

One highly interesting chapter, entitled "Induction and Guidance" contains a number of excerpts from teachers' diaries. They were written by graduates of the State Normal School at Paterson, New Jersey, to Dr. Clair S. Wightman, who was the follow-up worker for that institution. These diaries bring the reader into direct touch with classroom problems, which every teacher in some form or other must face sooner or later. Another chapter discusses various means for the improvement of teachers. Through the entire volume runs the idea that professional improvement is a coöperative enterprise. Particular attention is given to what the authors call the "special subjects," physical education, music and art being the topics discussed under thir head. The value of this original and helpful work is enhanced by the inclusion of several dozen well-chosen illustrations.

Vocabulary Boiled Down

ESSENTIAL ENGLISH FOR FOREIGN STUDENTS. C. E. Eckersley, Polytechnic School, London: New York, Toronto, London: Longmans, Green and Co.

How to impart to foreigners the most necessary words and usages of English, has been the problem challenging the author of this little book. The result of much study and scientifically constructed word lists and much application of common sense is a surprisingly potent vocabulary of 451 words—not counting the 159 others employed in explanatory matter not set for mastery by the learner.

The lessons are admirably spiced with humor.

Our one regret is that this book is written in the idiom of England—where they say "cinema" for movie and "underground" for subway—and is therefore a bit unreliable for use by foreigners hoping to find their way about in the United States. Otherwise, this text has many features which should make it acceptable to teachers in this country.

Science Teaching

THIRD DIGEST OF INVESTIGATION IN THE TEACHING OF SCIENCE. By Francis D. Curtis, University of Michigan. Philadelphia: P. Blakiston's Son and Co. Inc.

This work contains digests of studies made from 1931 to 1937 inclusive, largely selected by members of the National Association for Research in Science Teaching. The studies are grouped for the most part in three fields, the elementary, secondary and the college. It covers General Science, Biology, Physics and Chemistry. The book is of special value to Educational Research Workers, Administrators, Supervisors, Curriculum Committees and all Educators concerned with science teaching.